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ABSTRACT

The final report of a project establishing and operating a 2-year Associate of Science Degree program to train teachers of the trainable mentally retarded (TMR) at the University of Maine discusses the program as a product and as a process, analyzes program accomplishments, and points to future priority areas. The training program as a product is considered in terms of core courses to provide fundamental teaching skills, practicum sessions providing interaction with TMR students, and the development of course modules for use by Continuing Education Division (CED) branches throughout the state. The training program as a process is analyzed with regard to interrelationships between the University of Maine (Farmington, the State Board of Education, and CED branches, which resulted in statewide dissemination of information and materials about teaching the TMR Program accomplishments, such as the graduation of 21 students, are described. Among the priorities is gathering additional data to assess the efficacy of a 2-year (as compared to a typical 4-year) training program for teachers. Extensive appendixes include information about core courses for the TMR program (in such areas as curriculum development and guidance), charts detailing criteria for five TMR courses (such as recreative skills and student teaching), information about needs assessment and state services, a sample course on behavior modification, and forms for rating courses and the day school practicum. (LH)

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Final Report

Project No. H11-9118
Grant No. OEG-0-71-1679

Program for the Preparation of Teachers for the Trainable Mentally Retarded

Special Project: Two year program for the preparation of teachers of the trainable mentally retarded leading to State certification and the degree, "Associate" in teaching the trainable retarded.

Paulette Grondin

University of Maine at Farmington

Farmington, Maine

August 1974

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U.S. DEPARTMENT OF
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ABSTRACT

In the course of a three year period the University of Maine at Farmington established and operated a two-year Associate of Science Degree program for the training of teachers of the Trainable Mentally Retarded (TMR).

The TMR training program consisted of a number of components including both on and off campus enrollees, supportive assistance to the people already working in the field and inservice programs throughout the State.

Close coordination of the TMR training program with the certification requirements of the State Board of Education was achieved through a unique contractual agreement.

In addition to graduating a number of students the Farmington TMR program has begun to gather data to compare the effects of a two year training program with those of a typical four year program.

Finally, the Farmington program has produced a prototype course module and delivery system to assist in the dissemination of materials throughout the State of Maine. It is the intent of this delivery system to insure the consistency of the courses presented around the State and to gather data to assist in future revisions.

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INTRODUCTION

The development of programs in Maine for trainable mentally retarded (TMR) children parallels that of other States. Parent organizations were the prime force in initiating programs and services.

As public awareness grew, various private and public agencies assisted in the development of services for the TMR children. However, it was only recent that a coordinated State plan was developed to provide a level of public funding designed to secure quality programming for TMR school-aged pupils.

As of 1971, Maine had an estimated population of 4,000 TMR. Of this group 1,300 were considered of school age with 587 enrolled in primarily private operated programs, and only 66 programmed in public school classes. These enrollment figures have shifted since 1971 with more children being enrolled in public school programs.

Concommitant with the growth in public school services, the need to upgrade the qualifications of personnel, especially in the area of instructing TMR pupils, was obviously present. Prior to the enactment of certification requirements in 1971, teachers of Maine's TMR youngsters were required to have a high school diploma and one three credit course in special education. Obviously such requirements did not provide sufficient training for a task as complex as teaching TMR children and adults.

In addition to representing a concerted effort to upgrade the quality of preparation and training of TMR instructional personnel, the new certification requirements forced attention to a very perplexing problem. As of June 1971 no institution of higher learning in the State of Maine offered a sequential series of courses relating to the preparation of teachers of trainable mentally retarded individuals. Attempts at staff development and enrichment were sponsored sporadically by the State Board of Education, primarily through the offering of three week training sessions at various branches of the State University System.

Accessibility to these summer workshops was limited by the geographical constraints of a State as large as Maine. Due to large distances commuting represented an unrealistic option and, therefore, attendance at the summer workshops was generally confined to local personnel. Further complications existed in the consistency of materials presented at various locations around the State. Utilization of numerous instructors allowed for considerable variation in the materials covered and the concepts emphasized. Furthermore, no guarantee existed that one training session would follow logically from previous ones or that a sequential series of skills was being developed.

Awareness of staff needs and the lack of a comprehensive program for the training of teachers of TMR pupils prompted the University of Maine at Farmington to seek funds for development and initiation of an Associate Degree Program for persons wishing to teach TMR children.

The two-year Associate Degree Program encompassed the following objectives:

1. To upgrade the quality of instruction given trainable mentally retarded (TMR) children in the State of Maine.
2. To offer a sequential, coordinated program of instruction to persons interested in teaching the TMR.
3. To provide a program of instruction to meet State requirements for certification as teachers of TMR children.
4. To provide a method of upgrading the academic levels of persons presently working with TMR children.

THE TRAINING PROGRAM

A discussion of the Farmington TMR program must encompass two distinct, yet interrelated facets. On the surface the two-year Associate Degree Program represents a composite of courses, materials, practicums, and services provided individuals in the State of Maine. At a more analytical level, the Farmington program represents a unique series of interrelationships and interactions between the University of Maine at Farmington, the State Board of Education and the Continuing Education Division (CED) branches of the State University System.

The Training Program As A Product

The Associate Degree Program for the training of teachers of TMR pupils represented a 60 credit, two year program composed of 5 core courses, related credit hours and two separate practicum sessions.

Candidates for the degree program were required to meet the following criteria for admission:

1. High School diploma or equivalent.
2. Five letters of recommendation from high school, employer, etc.
3. Where possible or applicable, evidence of successful completion of college level courses.
4. In order to continue beyond the first year in the program, students must maintain an academic average of 2.00 for the first two semesters course work.
5. In order to receive the Associate Degree, students must continue to maintain an academic average of 2.00 for the third semester's course work and successfully complete the "student teaching clinical experience."

In order to provide a comprehensive, skills based curriculum, five core courses were specified as necessary for all personnel working with TMR pupils. The courses chosen were:

SE208 - Educating Exceptional Children
SE201 - Nature and Needs of the Mentally Retarded
SE255 - Curriculum Development and Teaching the Trainable Mentally Retarded
SE271 - Personal, Social, and Vocational Guidance for the Trainable Mentally Retarded
SE270 - Recreative Skills for the Handicapped

(Complete descriptions of these courses can be found in Appendix A at the end of this report.)

For each of these five courses, behavioral objectives were stated, enabling activities were specified, readings and assignments were defined, criteria for mastery were indicated and methods of evaluation were suggested. Appendix B of this report contains the most recent samples of course criteria for some of the five core courses. Previous samples of course criteria have undergone numerous revisions to meet perceived needs during the operation of the program and to allow for greater conciseness and objectivity.

Additional courses covering Home Economics, Fine Arts, Speech Pathology, Psychology, and Human Development were combined with the core courses to provide insight into normal and atypical patterns of behavior.

The course selections and practicum experiences were developed to deal with the three prime aspects cited by Wolinsky (1958) as essential for teachers of the trainable. The areas of concern were:

1. An adequate foundation in the developmental psychology of children.
2. A curriculum planning program taking into account various other disciplines and how they serve atypical children.
3. Basic principles of counseling, interviewing and guidance so that the teacher may relate effectively with the parents of his/her students.

Further attention was given to the four basic skill areas suggested by Kirk (1962) Perry (1962) and Rothstein (1971) as necessary for TMR children. Specific emphasis was placed on the following:

1. Self help skills
2. Functional academics
3. Socialization
4. Pre-vocational skills

Each student in the Associate Degree Program for training teachers of TMR was required to complete two eight week practicum sessions. In the first station students were provided an opportunity to interact with TMR pupils in a residential setting. The second practicum involved TMR children in day school classes. The intent of these practicum experiences was to provide realistic situations in which students could apply their ideas and develop instructional resources, materials, and techniques for use with TMR children and adults in actual classroom settings.

One of the goals of the Farmington program was to assist in upgrading the knowledge and skills of those teachers already working with TMR students. This goal was realized through workshops, dissemination of materials and provision of consultant services.

An original list of needs and interests was compiled through a series of meetings with teaching personnel in various parts of the State during the Fall of 1971. A prioritized list was developed from the results of these fact finding meetings.

The variety of services provided through the Farmington program included workshops, consultations, provision of instructional services and compilations of bibliographies. A comprehensive list of services provided during the three year period is included in Appendix C of this report.

An original intent of the Associate Degree program for the preparation of instructional personnel of TMR pupils was to upgrade the academic knowledge and instructional expertise of persons already working with TMR pupils. Due to Maine's land area it was imperative to offer part-time course work and use the Continuing Education Division (CED) branches around the State.

Maine's land area, in excess of 33,000 square miles, rendered extensive commuting to or from the Farmington campus virtually impossible. Furthermore, the location of the ten CED branches precluded the use of Farmington faculty to conduct courses in various locations around the State.

The geographical constraints of the State prompted the use of local instructors at various CED branches to conduct the 5 core courses selected by the Farmington TMR program. A complication arose in that the composition of a course or courses in one or all branch locations could vary dramatically from the offerings at the Farmington campus due to differences in instructors, materials, or concepts emphasized. In many cases the only similarity between CED branch courses and those taught in the Farmington program were the course titles.

The realization that little consistency existed among the 5 core courses offered around the State through the CED branches, resulted in a course module of information or information packet. The intent of this module was the clarification of concepts to be covered in a course, the identification of terminal behaviors expected from the course, the specification of pre-post assessment measures and the definition of a set of enabling activities to facilitate mastery of course materials. The course module was conceived as a method to insure minimum criteria for both instructors and students and also allow for supplementary activities deemed appropriate by any given instructor.

At the present time, only one course module from the Farmington program has been developed. Activities have been undertaken to develop the remaining core courses into modules in the near future. Each module will be modeled after the original and will include the following items:

a. general overview of course
b. statement of behavioral objectives
c. specification of course content
d. strategies for meeting objectives
e. resources and readings related to objectives
f. assignments related to objectives
g. bibliography of related readings
h. practicum assignments related to objectives
i. pre-test on course materials
j. post-test on course materials

A copy of the course module on Behavior Modification has been included in Appendix D of this report.

As presently envisioned, course modules will be sent from the Farmington campus to any CED branch offering courses specified for the TMR training program. Upon completion of the course, data on student performance will be returned to the Farmington campus and will be used in future revisions of the modules. This method should guarantee greater consistency of material presented and should result in the standardization of proficiency levels of personnel involved in the instruction of TMR pupils in the State of Maine.

The Training Program As A Process

The Associate Degree Program at the University of Maine at Farmington developed beyond a composite of courses and materials. A critical feature that evolved as a result of the initiation of this program was the interrelationships between the University of Maine at Farmington, the State Board of Education and the Continuing Education Division (CED) of the State University System.

Figure 1 presents a graphic illustration of the involvement of the Farmington program with the State Board of Education and the CED branches. An explanation of this involvement is included in the discussion to follow.

Concomitant with the development of the Farmington TMR training program, the State Board of Education enacted new certification requirements for teachers of TMR individuals. Close coordination of State and University efforts in upgrading the quality of programming for TMR pupils was essential. This realization resulted in a sharing of services between the Farmington campus and the State Board of Education that was formalized through a contractual agreement allowing release of personnel from both the Farmington TMR training program and the State Board of Education. A copy of the agreement and the accompanying job description are to be found in Appendix E of this report.

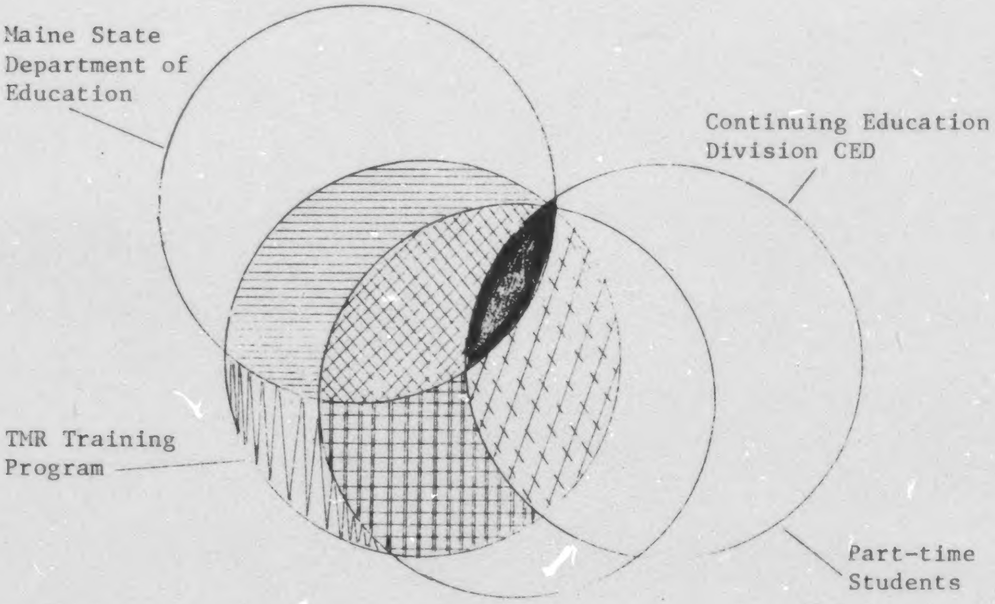
This agreement allowed for release of the State Curriculum Consultant in Mental Retardation for up to one half of his service time to assist in the TMR training program at Farmington. The Farmington campus reciprocated by allowing up to one half of the service time of the TMR program field resource consultant to be devoted to State Board of Education functions related to the provision of services for TMR pupils.

The contractual agreement between Farmington's TMR program and the State Board of Education facilitated the establishment of selection criteria of students, determination of certification eligibility of persons interested in teaching TMR pupils, and the dissemination of information and materials about the TMR training program throughout the State.

State involvement in the Farmington TMR program has also taken the form of financial assistance. During the past three years the State Board of Education has provided funds to the TMR program through Part D of the Title 6 monies allocated to the State of Maine.

FIGURE 1

Interaction Analysis of 2-year Associate Degree Program
for
Training Teachers of TMR-University of Maine at Farmington


Maine State
Department of
Education
Continuing Education
Division CED
TMR Training
Program
Part-time
Students

■ State involvement with off-campus students enrolled in the TMR program and taking courses at CED branches.

▩ State involvement with students enrolled in the TMR program and taking courses at the Farmington campus on a part-time basis.

▤ State involvement with students enrolled in the TMR program and taking courses on a full-time basis at the Farmington campus.

▦ Staff involvement in programming of students enrolled in the TMR program on a part-time basis at the Farmington campus.

▨ Staff involvement in programming of students enrolled in the TMR program and taking courses through CED branches on a part-time basis.

▥ Staff involvement in programming of students in the TMR program and taking courses at the Farmington campus on a full-time basis.

The Farmington TMR program also received State Board of Education support in its involvement with the Continuing Education Division branches around the State. In attempting to maximize the impact of the TMR training program, Farmington personnel functioned as coordinators of information and materials to insure that courses would be readily available in various areas of the State. This coordinative aspect also involved insuring course consistency and culminated in the development of a prototype of a course module for dissemination to the ten CED branches around the State.

Each of the interactions previously described center around one very important point. The TMR training program at the Farmington campus did not result in the centralization of funds for the benefit of a few people, but rather represented a diffusion of funds and programs throughout the State, thereby enabling all persons working with TMR pupils equal access to courses and professional betterment. This system facilitated an increase in the effectiveness of a greater number of persons than could have been accomplished in a typical training program. The final beneficiaries in this case were the TMR pupils in the rural areas of Maine in addition to the students in the centralized sections of the State.

PROGRAM ACCOMPLISHMENTS

To date, the TMR training program at the University of Maine at Farmington has awarded 21 degrees. In addition, 83 students are presently enrolled in courses leading either to certification and/or completion of the Associate Degree Program.

Overall reactions to the TMR training program are summarized in Table 1.

TABLE 1

Reactions to the TMR Associate of Science Degree Program

		#	SA	A	N	D	SD	NA
Upgraded instruction for TMR Children	Off Campus	44	15	20	8	1		
	On Campus	33	20	12	1			
Offered sequential instruction for teachers of TMR	Off Campus	44	8	23	8	3	1	
	On Campus	34	10	24				
Instruction meets certification requirements	Off Campus	43	10	28	3	2		
	On Campus	31	11	17	2	1		
Encouraged development of curriculum	Off Campus	43	16	25	2			
	On Campus	35	17	17	1			
Raised academic level of persons in field	Off Campus	43	16	23	5			
	On Campus	35	17	14	2	1		

SA - Strongly agree
A - Agree
N - Neutral
D - Disagree
SD - Strongly disagree
NA - Not applicable

As can be readily seen from analysis of the ratings virtually all students felt strongly that the training program was beneficial and contributed to their professional growth. Appendix F contains a copy of the instrument used to gather the data in Table 1.

While the data in Table 1 suggests that both Off Campus and On Campus indicate positive reactions towards the training program, it seems that the students on the Farmington campus were a little more receptive towards the courses and showed less scatter in their ratings than did the Off Campus students. A possible explanation for these results could be the lack of course consistency found in the CED branches.

Students were also asked to rate the five core courses in terms of quality, usefulness, and the degree to which they achieved stated objectives. Table 2 represents a composite of student reactions to the quality of all five core courses considered together.

TABLE 2

Composite Reactions to Courses

	#	SA	A	N	D	SD	NA
Courses were useful as they related to teaching TMR	82	25	40	8	6		3
Courses improved methods and techniques of teaching TMR	78	22	33	14	7		2
Courses broadened awareness of instructional resources	76	45	10	4			2
Courses resulted in increased utilization of resources	75	15	35	17	5		3
Courses resulted in increased awareness in needs of TMR	79	22	33	17	6		1
Courses resulted in feeling of comfort in dealing with TMR	68	16	27	18	5		3
		E	VG	G	A	F	P
Quality if instruction was	90	21	30	25	10		4

SA - Strongly agree
A - Agree
N - Neutral
D - Disagree
SD - Strongly disagree
NA - Not applicable

Specific reactions to individual course quality are found in Appendix G of this report. Quality ratings are accompanied by data relating to the degree to which each course met its stated objectives. Finally, Appendix G contains a sample of the instrument used to gather the reactions to the five core courses.

A scanning of the data in Table 2 suggests that there was considerable agreement about the high quality of the five core courses. Individual course assessments also indicated a positive trend in achieving stated objectives. The data for this last comparison are found in Appendix G of this report.

In addition to the data gathered from students enrolled in the TMR training program, information was also gathered from the supervising teachers of the various practicum stations utilized during student teaching sessions. Table 3 summarizes the ratings given by supervising teachers in residential settings. A copy of the questionnaire used to obtain these ratings is included in Appendix H of this report.

With very few exceptions, students from the TMR training program were given high ratings in all areas related to effective teaching. Ratings covered such areas as mastery of material, knowledge of instructional resources, awareness of individual needs, ability to design instructional activities and ability to relate to staff and pupils on a professional basis.

TABLE 3

Student Teacher Evaluations - Residential Placements

	#	SA	A	N	D	SD	NA
Demonstrated ability to work with professional staff	19	9	4		1		5
Demonstrated ability to supervise individual client	19	9	9		1		
Demonstrated ability to supervise group of clients	19	2	13	1	1		2
Demonstrated ability to recognize community services provided for TMR	19		14	4	1		
Demonstrated ability to interact with community agencies providing services for TMR	19	2	6	3		1	7
Demonstrated ability to describe training/rehabilitation program	19	2	11	4	1	1	
Demonstrated ability to identify social/emotional problems of TMR	19	2	8	3		1	5
Demonstrated ability to function within a vocational/educational program	18	9	7	1	1		
Demonstrated ability to deal with staff and clients	19	12	5	1	1		
Demonstrated ability to use good judgment in dealing with staff and clients	19	13	4	1	1		
Demonstrated ability to use initiative in developing tasks for clients	18	6	10	1	1		
Demonstrated ability to relate daily activities to the overall goals of the program	19	8	10		1		

(cont'd)

TABLE 3 - (cont'd)

Student Teacher Evaluations - Residential Placements

	#	SA	A	N	D	SD	NA
Demonstrated ability to express himself/herself with staff	19	8	9		1		1
Demonstrated ability to express himself/herself well with clients	19	10	8			1	
Demonstrated ability to relate knowledge of TMR needs to parents	19	4	13	2			
Has been adequately prepared by University for residential placement	19	3	11	5			
Demonstrated ability to qualify for work in agency where teaching was done	19	12	5	1			

SA - Strongly agree
A - Agree
N - Neutral
D - Disagree
SD - Strongly disagree
NA - Not applicable

Further data about the teaching ability of students was gathered during their practicum experiences in day school settings. A summarization of supervising teacher reactions is included in Table 4.

TABLE 4

Student Teacher Evaluations - Day School Placements

	#	S	AA	A	BA	P
Evaluation of preparation and understanding	21	5	13	3		
Knowledge of children and the learning process	21	5	13	3		
Knowledge and understanding of mental retardation	21	4	12	5		
Knowledge, understanding and use of materials	20	5	11	4		

(cont'd)

TABLE 4 - (cont'd)

Student Teacher Evaluations - Day School Placements

	#	S	AA	A	BA	P
Ability to present materials meaningfully to all ability levels	20	6	7	7		
Rapport with individual students and with class as a group	20	7	11	2		
Ability to individualize teaching	20	3	13	5		
Ability to motivate pupils	21	6	10	5		
Ability to guide and direct learning activities	21	3	14	4		
Ability to evaluate results of learning activities	19	3	10	6		
Ability to relate school activities to life situation of pupil	21	6	11	4		
Control of classroom physical environment	21	5	9	7		
Sense of structure and organization	20	5	13	1	1	
Ability to perceive real problems and needs	21	5	8	8		
Ability to control pupils	21	5	9	6	1	
Personal management:						
Appearance	21	8	11	2		
Cooperation	21	10	9	2		
Tact	21	5	14	2		
Responsibility	21	8	11	1		
Initiative	21	9	10	2		
Professional attitude	21	6	12	13		
Creativity and inventiveness	21	8	7	6		
Disposition and sense of humor	20	11	8	1		
Emotional stability	21	10	7	4		
Judgment	21	6	11	4		
Set a personal example	20	10	8	2		

S - Superior
AA - Above average
A - Average
BA - Below average
P - Poor

The instrument used to gather this information is included in Appendix I of this report. Students were rated on many of the same characteristics considered essential for effective teaching in a residential setting. Student performance in the day school setting was also rated very positive. Analysis of the ratings in Table 4 suggest that students graduating from the TMR training program possess the desirable characteristics of good teachers of TMR pupils.

Another index of program impact can be found in a comparison of the total numbers of courses related to TMR children that have been taken by Maine residents in the period previous to the initiation of the Farmington program and the time since the operation of the Associate Degree Program.

TABLE 5

Frequency of Courses Taken by TMR Teachers

Courses	Pre 1971		Post 1971	
Taken	Persons	Subtotal	Persons	Subtotal
A	B	C	D	E
1	1	1	2	2
2	2	4	3	6
3	3	12	7	21
4	6	24	7	28
5	6	30	4	20
6	2	12	6	36
7	2	14	3	21
8			2	16
9	1	9	3	27
10	1	10	1	10
11				
12				
13				
14	2	28	3	42
		142		235

Table 5 presents information relating to the total number of TMR courses taken by Maine residents prior to 1971 and after 1971. Column A represents the total number of courses taken by any one person. Column B represents the number of persons prior to 1971 taking a given number of courses. Column C represents the subtotal of courses taken before 1971. Column D provides the same data as Column B but relates to the time period 1971 to the present. Column E is the counterpart of Column C but refers to the time period during which the TMR training program has been in operation.

A comparison of the figures in Table 5 shows a definite increase in the number of courses taken since 1971. There has been approximately a 70% increase in the number of courses taken since the initiation of the Farmington program. While there can be no arguing that State certification requirements have prompted an increase in frequency of TMR courses taken, undoubtedly the availability of courses through the Farmington campus has contributed substantially to the rise in course enrollment.

The Farmington training program expended considerable effort in providing assistance to personnel already working with TMR pupils. In addition to offering a variety of courses, the TMR program assisted people by providing materials, demonstrating techniques and conducting workshops, etc. Table 6 presents data on the effectiveness of the ancillary services provided through the Farmington TMR program.

TABLE 6

Reactions to Receipt of Supportive Services

	#	SA	A	N	D	SD	NA
Receipt of information prompt	40	13	17	4			6
Receipt of materials prompt	40	10	11	3			16
Information useful	42	9	16	3	2		12
Materials useful	41	8	14	4	1		14
Institutes worthwhile	42	14	18	2			8
In-service useful	37	8	16	4	1	1	9
Course list helpful	42	16	22	3			1
Increase in TMR courses	42	7	24	3	4	2	2
Credit analysis helpful	42	17	17	4	2	1	1

SA - Strongly agree
A - Agree
N - Neutral
D - Disagree
SD - Strongly disagree
NA - Not applicable

Except in those cases where a given item did not apply to a respondent, the reactions of personnel in the field were very favorable toward the provision of supportive assistance and the ratings suggest that those services provided were effective.

Final evidence of the success of the Farmington program comes in the form of letters of testimony. Letters were obtained from various administrators of TMR facilities or related special education resources about the quality of the TMR program. Copies of these letters are found in Appendix J of this report. In all cases, persons writing about the training program have been positive and have pointed out its important role in upgrading the quality of services for TMR individuals in the State of Maine.

Appendix K of this report contains a letter from the President of the University of Maine at Farmington. This letter attests to the TMR training program's success and signifies an intent to continue the program after federal funds have been exhausted.

FUTURE PRIORITY AREAS
FOR
TRAINABLE MENTALLY RETARDED
ASSOCIATE OF SCIENCE DEGREE

It is apparent with new mandatory special education legislation, LD 965 "An Act Relating to Exceptional Children", that the University System reevaluate its procedures for training special education personnel to fulfill its role in the implementation of this act. The Associate of Science Degree Program for Training Teachers of the Trainable Mentally Retarded (TMR) has and will continue to accept this challenge in its state-wide training approach to teacher education. The program components indicated below will be the primary focus of the TMR training program in the future.

Teacher Education and In-Service Education

A major priority of the State of Maine State Department of Educational and Cultural Services (MDECS) and the University of Maine at Farmington (UMF) is the development and implementation of a competency-based teacher training program in conjunction with the revision of certification standards developed for teachers of the TMR. The TMR program has developed performance objectives for core course offerings and will incorporate these into course modules to be distributed through the Continuing Education Division (CED).

In conjunction with the MDECS, the UMF - TMR Teacher Training Program will experiment with the retraining of college graduates who will function as program consultants, for TMR programs on a regional basis. This design of service delivery to teachers, students and parents of the TMR is intended to supplement recent staffing changes in the TMR Associate of Science Degree Program.

The profoundly and severely retarded school aged child has for the first time been included in our educational law. Guidelines and regulations point out the need for specialists of specific competencies and expertise. The State of Maine is not now preparing such a person. It will be the future intent of this program to begin to train personnel to teach the profoundly mentally retarded child. It also intends to prepare and provide inservice programs for institutional and residential facility staff. Mini courses or modules of instruction varying from one to three hours will be prepared and presented to all teachers of the profoundly, severely and/or moderately retarded. An example of a course module can be found in Appendix D of this report.

It will be necessary for teachers and administrators of TMR programs to begin experimenting with alternatives to the traditional educational strategies employed in education and training of the TMR. Team teaching, peer teaching, activity center utilization and integration will be topics for CED offerings and inservice education through UMF and MDECS.

Instructional Materials and Resources

In response to the need for materials and resources to support new and innovative programming for the trainable mentally retarded, the University of Maine at Farmington will continue to support the TMR programs in the State and act as an IMC center until such time that Maine and its teachers have access to a centralized materials center.

Pupil Evaluation Teams under Special Education Guidelines and Regulations will be responsible for making appropriate placements for the TMR. It is felt that this cannot be accomplished without some hard data on what the child's strengths and weaknesses are. In conjunction with the MDECS, we will be developing programmed packets on the utilization of diagnostic instruments in writing educational prescriptions and conducting follow-up workshops on prescriptive teaching. We will also be preparing programmed packets of materials for dissemination to superintendents who will be integrating the TMR children for the first time in the public schools. These packets will provide suggestions and guidance in programming for the TMR.

It is planned that the TMR program will be working with the Maine Association for Retarded Citizens (MARC) to prepare materials and publications for parents of the TMR. One such publication is being distributed through MARC and available in doctors' offices and health centers. This particular publication deals with Down's Syndrome. In addition, the MDECS and UMF will cooperatively publish and disseminate position papers, and conduct research in the area of mental retardation.

Evaluation

In the immediate future, a design will be prepared for the evaluation of part-time enrollees in the TMR program who are working for certification. This evaluative tool will be based on competencies developed for the CED and University course offerings.

The MDECS and UMF will develop a self-evaluation document for private schools for exceptional children. This is in compliance with a legislative mandate that all schools in Maine must go through a self-evaluation. This document will be ready for field testing September 1974.

The UMF and MDECS have analyzed the future needs as it pertains to the TMR and feel comfortable that what is proposed is in the best interest of the TMR, their families, teachers and school systems in the State of Maine.

Two major aspects of the Farmington TMR training program deserve careful investigation in the future.

Farmington's program represents a two year period of preparation and suggests that its graduates are qualified teachers of TMR pupils. This contention deserves serious consideration and should be carefully evaluated. The most obvious question that needs to be asked is, "Can competent teachers of TMR pupils be trained in two years rather than in the commonly accepted four year period?"

Data relative to this question should be gathered through a careful comparison of Farmington graduates with persons who have completed four years of training. One of the intents of the Farmington program is to explore this hypothesis in the future.

Farmington's other unique contribution can best be described as a delivery system for the dissemination of consistent courses in a large rural state. There seems to be little doubt that an effective method of delivering consistent instructional services has practical applications in other areas of the country.

Plans to develop the remaining core courses for the TMR training program into modules should definitely be implemented. Furthermore, data should be gathered about each module's effectiveness and suggestions should be sought relative to maximizing delivery of the modules to the various CED branches around the State.

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APPENDIX A

Description of Core Courses for TMR Program

CORE COURSES OF TMR PROGRAM

SE208	Educating Exceptional Children - A general survey of present educational provisions and practices for the education of all exceptional children.
SE201	Nature and Needs of the Mentally Retarded - Study of the history, development and operation of programs for the mentally retarded. Emphasis is placed on analysis of the condition of mental retardation, a review of causative factors, a study of manifest and associated characteristics, means of diagnosis and evaluation and the development of realistic programs.
SE255	Curriculum Development and Teaching the Trainable Retarded - Emphasis is given to the goals of education of the trainable mentally retarded and the curricula best suited to achieve these goals. Attention is also given to the organization, planning, and implementation of classroom experiences along with the use of appropriate teaching techniques and materials.
SE271	Personal, Social and Vocational Guidance for the Trainable Mentally Retarded - Personal, Social and Vocational adjustment needs and problems of trainable mentally retarded individuals will be studied through readings, discussion and field experiences. Pre-vocational preparation toward the goal of attaining the highest degree of independent functioning and living possible is emphasized. The problems faced by parents will be considered, with attention given to parent counselling and interviewing techniques.
SE270	Recreative Skills for the Handicapped - Emphasis is given to the acquisition of skills and techniques useful, for promoting the development of physical and perceptual-motor abilities. Consideration is also given to investigating and promoting understandings of how physical educational abilities might relate to the development of social abilities and skills.
SE295	Seminar - Behavior Modification Techniques for Teachers of the Trainable Mentally Retarded - The purpose of this course is to introduce the student to the major concepts and techniques underlying the application of Behavior Modification techniques to the behavior deficits of the TMR individual. The course has two components, lecture and practicum. In each of the two hour weekly lectures the student is introduced to the various components of the Behavioral Model. Simultaneously throughout the course, each student serves as a "trainee" in a special class for the trainable mentally retarded individual for one half day a week. (Based on the regional needs assessment conducted in 1971, the course SE295 was included as a component of the required core courses in 1973.)

APPENDIX B

Course Criteria for Five TMR Courses

6

SE255 - Curriculum Development and Teaching the Trainable Mentally Retarded

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
Entry Behavior	Identify various organizational structures which service the Trainable Mentally Retarded (TMR) in order to be able to:	Range of programs Private schools Preschool Primary Intermediate Pre vocational Vocational	Lecture		Exam
1.	Analyze and define the curriculum areas appropriate for the education and training of the TMR child	Social behavior Self care Communication Basic knowledge Practical skills Body usage	Lecture Classroom observation	Bibliography I Overhead transparencies	Exam
2.	Administer one of several diagnostic instruments	TMR Performance Profile Cain-Levine AAMD Adaptive Behavior Scale	Discussion of instruments Students test learners	Test manuals Bibliography II Video of someone administering each instrument	Administer and evaluate one instrument
3.	Develop a written evaluation of information collected from diagnostic instrument which identify specific skills the child evaluate should learn	Habilitative and remedial techniques for specific skill deficit areas	Lecture Discussion	Bibliography III Overhead transparencies	Written evaluation

SE255 cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
4.	Develop and implement lesson plan for a 1 to 1 tutorial situation to remediate the major deficit area identified by the diagnostic instrument (obj. 2)	Behavioral objective resources Pre Test Strategies Criterion level Acceptable behavior Post Test	Step by step process video of classroom situation Practicum in classroom situation	Bibliography IV Video tape Overhead transparencies	Lesson plan based on video lesson
5.	Develop and implement lesson plans for each of the major curriculum areas appropriate for the specific skill deficits identified during the evaluation	See Objective 1 Content	Discussion of learning deficit areas particular to specific child Practicum in classroom situation	Bibliography I	Lesson plans for each major curriculum area appropriate for the specific skill deficits
6.	Develop 1 to 1 curriculum for daily, unit and yearly plans using the instructional development process based on the diagnostic instrument administered	See Objective 4 Content Life span goal planning	Lecture Discussion	Bibliography V	Develop a sequence of five daily lesson plans and project to yearly plan based on the major deficit area as indicated by the diagnostic instrument

SE255 cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
7.	Develop an individualized 3 day total instructional program for a class of TMR based on hypothetical diagnostic data on each individual student	Programmed learning individualization Class profile Peer teaching Small group Para professional Total programming	Lecture Discussion	Bibliography VI	3 day instructional program report

SE271 - Personal, Social and Vocational Guidance for the Trainable Mentally Retarded

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
Entry Behavior	Identify various post school organizational structures which service the adolescent and adult Trainable Mentally Retarded (TMR) in order to be able to:	Pre Vocational Training as it relates to: Competitive employment vocational rehabilitation Sheltered workshop Day Activity Center Remaining at home Institutionalization and other residential facilities	Lecture Discussion	Audio slide presentation Traveling Workshop Video tapes	Exam
1.	Analyze and describe the training activities appropriate for a prevocational training program for the TMR	Socialization Self-care Useful home skills Academics Recreation Community skills Communication Paid work Crafts	Lecture Discussion	Bibliography I Slide presentation	Pre Test Exam

SE271 cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
2.	Construct a daily activity schedule and a 3 day sequence of lesson plans for a hypothetical group of 8 TMR students based on AAMD Adaptive Behavior Scale scores	Description of Educational Facility and Community Resources AAMD Adaptive Behavior Scale for 8 students Case study of each student Analysis of training activities by subtopics Task analysis	Lecture Discussion	Bibliography II Individual profiles of 8 students 8 hypothetical case studies Description of Educational Facility and Community Resources	Activity schedule Sequenced lessons for each activity
3.	Develop one complete instructional packet for one training activity suitable for use by the parents of a TMR individual	Instructional packets Behavioral objective Resources Pre Test Strategies Criterion level Acceptable behavior Post Test	Lecture Discussion	Bibliography III Models of Instructional packets	Instructional packet for one training activity

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
4.	Analyze and describe the major components and techniques of parent counseling as related to parent acceptance and management of the TMR	Major components - diagnosis etiology of disturbance prognosis child's place in family structure therapeutic management Techniques - define problem design a behavioral program assist in the implementation of plan	Lecture	Bibliography IV	Pre Test Exam
5.	Research and report on non-educational facilities which accommodate the Post-School TMR individual in a given region	Legal implication - Federal State Local Law and Legislative trends Financial considerations Public relations and resources Client evaluation Physical plant Contracting Management Administration	Lecture Resource personnel Student interviews with - TMR State Consultant MR Regional Coordinators State Vocational Rehabilitation Personnel	Bibliography V Resource personnel	Written and oral report Interviews with regional MR personnel

(cont'd)

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
5.	(cont'd)		Administrators of - Sheltered Workshops Day Activity Centers Institutions Group Homes		
6.	Select and report the most appropriate post school placement in the region of your selection for one student described in Objective 2 and formulate a prognostic report to the parents	Content IV and V	Review Bibliography IV Lecture	Bibliography VI Bibliography IV	Written report on recommendations for placement Prognostic report to parents

SE270 - Recreative Skills for the Handicapped

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
Entry Behavior	Analyze the history and philosophy of Physical Education and Recreation for the handicapped	Historical development Rationale Human and Civil Rights Normalization Recreation as a component of Rehabilitative Process Habilitative Recreation educational emotional social physical	Lecture Discussion		Exam
1.	Identify Behavioral Characteristics of the growth and development patterns of the young child and relate each developmental period to specific recreative or habilitative activities which will stimulate positive development during each period	Fokes Scale of Motor Abilities (Birth to age seven)	Lecture Students develop activities commensurate with developmental periods	Bibliography I Scale of Motor Abilities	Five activities for each of the twelve developmental periods

SE270 cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
2.	Administer one of several diagnostic instruments to a TMR child	Purdue Perceptual Motor Survey Fokes Motor Development Scale Mundy Recreation Inventory for the TMR	Lecture Students observe video of child being tested Student tests child	Test Manuals Bibliography II Video tape of child being tested	Administer and evaluate one instrument
3.	Develop a written evaluation of information collected from diagnostic instruments which indicates strengths and weaknesses of the child	See Content two	Student writes up evaluation statement	See Resources and Readings two	Evaluation statement
4.	Evaluate teacher made and commercially produced materials and equipment in terms of their effectiveness in meeting the developmental needs of the TMR child	Use of materials for specific skill training, evaluation, selection, preparation and development of recreative materials	Lecture Demonstration Construct materials and equipment	Bibliography III	Construct materials Evaluate commercial and teacher made materials and equipment

SE270 cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
5.	As a class, collect and compare evaluation data on each child evaluated and group children into homogenous units based upon evaluation statements in Objective three	Large and small group activities for the TMR	Lecture SE270 students analyze evaluation statements and group children based on strengths and weaknesses of total population evaluated	Evaluation Statement Bibliography II	Class Recommendations for groupings
6.	Small groups develop general goals and specific objectives and related activities for each individual or homogenous group of children	Sensory Stimulation Body Awareness Fundamental movement activities Body Management Movement Exploration Mobility Training Rhythmical activities Gymnastics Sports Leisure Time	Lecture	Bibliography V	Report of General Goals and Specific objectives and related activities
7.	Select appropriate methods and materials for presentation of the activities	Level of concreteness Type and level of sensory input, i.e., Kinesthetic, Auditory (cont'd)	Lecture Student formulates strategies for implementation (cont'd)	Bibliography V Film	Group report on appropriateness of methods and materials for implementation

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
7.	(cont'd)	Visual input, etc. Group size Length and frequency of the participation periods	Group discussion and recommendations		
8.	Identify evaluation process to assess individual growth based on Goals and Objectives as stated in Objective five	Periodic and systematic evaluation of objectives met and goals reached through the use of Case Studies Behavioral observations Staff Conferences Pre and Post Tests The formulation of a change plan as a part of the overall evaluation process	Lecture	Bibliography VI	Exam

ST217 - Student Teaching with Trainable Mentally Retarded in Day School Setting

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
Entry Behavior	Identify student teacher responsibilities during the 8 week day school placement in order to be able to:	Weekly schedule of student teacher responsibilities	Lecture - 3 hour seminar Discussion	Student teacher Field Experience Handbook Day School Placement	
1.	Week I Observe and write a narrative report on each child in the class during the first 3 days of the assignment. Assist teacher in overall instructional program	Age Sex Primary handicap Secondary handicap Developmental characteristics physical social emotional intellectual	Consultation with supervising teacher and University coordinator *	Direct observation Teacher information Child's case history Resources and materials available through school system and University **	Narrative report on each child in class Select student and identify behavior to be modified
2.	Week II Plan and implement a behavioral change program for 1 student to be continued throughout student teaching placement and submitted upon completion of student (cont'd)	Behavioral Objectives Resources Pre Test Strategies Criterion level Acceptable behavior Post Test	Consultation with classroom teacher Evaluation of learner Formal diagnostic instrument (cont'd)	Direct observation Teacher information Child's case history Formal diagnostic instrument	Individual lesson plans for each lesson taught Written assessment of student's performance on formal diagnostic instrument (cont'd)

Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
2. (cont'd) teaching experience. Administer one diagnostic instrument, plan and implement an instructional program based on information from diagnostic instrument for a 1 to 1 tutorial program. Assist classroom teacher in overall instructional program.		Supervision by classroom teacher. *	**	Plans reviewed and accepted by classroom teacher prior to implementation
3. Week III Plan and implement an instructional program for a small group of students in at least two major curriculum areas Continue to assist classroom teacher in overall instructional program	Behavioral Objectives Resources Pre Test Strategies Criterion level Acceptable behavior Post Test	Consultation with classroom teacher Evaluation of learner Supervision by classroom teacher *	Direct observation Teacher information **	Individual lesson plans for each lesson taught Plans reviewed and accepted by classroom teacher prior to implementation

ST217 cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
4.	Week IV Plan and implement an instructional program for total class in at least two major curriculum areas Continue programming for small groups as stated in Objective for Week III	Behavioral Objectives Resources Pre Test Strategies Criterion level Acceptable behavior Post Test	Consultation with classroom teacher Evaluation of learner Supervision by classroom teacher * ***	Direct observation Teacher information **	Individual lesson plans for each lesson taught Plans reviewed and accepted by classroom teacher prior to implementation
5.	Weeks V, VI, VII & VIII Assume total responsibility for the planning and implementation of all aspects of the instructional program including management and non-instructional duties	Behavioral Objectives Resources Pre Test Strategies Criterion level Acceptable behavior Post Test Total daily and weekly scheduling of all instructional and non-instructional activities	Consultation with classroom teacher Evaluation of learner Supervision by classroom teacher *	Direct observation Teacher information **	Individual lesson plans for each lesson taught Plans reviewed and accepted by classroom teacher prior to implementation Submit behavioral change program - Objective II

ST217 cont'd.

*The University coordinator observes all student teachers and consults with supervising teachers at least three times during the eight week day school placement.

**Instructional materials and resources are available upon request to all student teachers during the day school placement.

***Depending upon the student teacher's proficiency as evaluated by the supervising teachers following the 4th week assignment, the students may either extend the 4th week assignment into the 5th week *or* meet the objectives as outlined in the syllabus for the 5th, 6th, 7th, and 8th week.

ST216 - Student Teaching with Trainable Mentally Retarded in a Residential Setting

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
Entry Behavior	Identify student teacher responsibilities during 8 week residential placement in order to be able to:	Weekly schedule of student teacher responsibilities	Lecture - 3 hour seminar discussion	Student Teacher Field Experience Handbook for Residential Placement	
1.	Week I Observe and write a narrative report on each service area provided within the residential facility Maintain throughout the 8 weeks a narrative log of personal placement of the residential experience to be submitted upon completion of placement	Description of each service area, i.e., Social Service Occupational Therapy Physical Therapy Speech Therapy Recreational Services Rehabilitation, etc.	Observation and consultation with residential staff *	Information from residential staff	First week observational report
2.	Week II Observe and identify the procedures for referral and in-take	Systematic procedures and criteria for referral and in-take Financial and legal considerations	Observation Review of Data Gathering Process *	Information from residential staff	Second week report on referral and in-take procedure

ST216 cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
3.	Observe, participate (if possible) and submit a narrative report based on diagnostic instruments and personnel involved in diagnostic evaluation process Administer specific skill tests under supervision of qualified personnel	Formal I.Q. tests, i.e., Stanford-Binet Wechsler Scales Formal Observation Instruments, i.e., TMR Performance Profile AAMD Adaptive Behavior Scale Vineland Social Maturity Scale Specific Skill tests, i.e., Lincoln-Oseretsky Motor Development Scale Purdue Perceptual-Motor Survey Wide Range Achievement Test	Observation of diagnostic evaluation process and personnel Consultation with personnel Administration of diagnostic evaluation tool *	Diagnostic instruments Evaluation reports Discussion with appropriate staff	Third week observational report on diagnostic evaluation process
4.	Week IV Observe, participate (if applicable) and submit a narrative report based on the Social (cont'd)	Initial meeting with client and family Observation of in-take visit Information pertinent to case history (cont'd)	Observation Consultation with social service staff Discussion with client and (cont'd)	Discussion with social service staff Outline of in-take information Review of (cont'd)	Fourth week observational report on social service process Narrative report of case study

ST216 cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
4.	(cont'd)				
	Service process Identify basic components of initial in-take procedure - Participate in initial in-take procedure and write narrative of case study	Interview with client and family Review case histories of selected clients	family Review of previous case histories *	selected information	
5.	Week V and VI Observe and participate (if applicable) in the therapeutic habilitative process Identify and isolate techniques unique to various therapeutic services Identify and isolate material and equipment unique to the various therapeutic services	Therapeutic components of the habilitative process: Occupational Therapy Speech Therapy Recreative Therapy Physical Therapy Procedure by which therapeutic component is implemented Materials unique to specific therapeutic services	Observation participation (if applicable) Reporting Consultation with appropriate staff *	Case Studies Clinical research Readings available through therapeutic staff	Fifth week report on therapeutic services, techniques and methods

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
6.	Observation and participation in the training and/or educational components of the facility	Educational and/or training goals and objectives of residential facility	Participate in education and/or training aspects of the residential program	Consultation with appropriate staff	Report on participation in training and/or educational program
7.	Week VIII Observe and participate in community placement, follow-up and evaluate Counseling Procedures Identify Community Resources Follow-up Procedures and Parent Counseling Procedures	Parent Counseling Community Resources Follow-up Procedures Evaluation	Participation Community Placement and Follow-up Report on Community Resources and Parent Counseling *	Community Social Service Agencies Personal interviews	Participation in and report on Community Placement and follow-up and Evaluation Procedures Submit narrative log

APPENDIX C

Needs Assessment and Services Provided Around the State

FINDINGS

Table I

REGIONAL MEETINGS WITH TMR TEACHERS FALL 1971, REGARDING EDUCATION NEEDS

Area # (See Map)	Regional Area	Date of Meeting	# Attending	# Indicating Desire for Additional Instruction
1	Aroostook (Presque Isle)	(Nov. 5)	29	12
2	Northern Penobscot (Millinocket)	(Nov. 17)	9	8
3	Greater Bangor (Brewer)	(Nov. 16)	22	15
4	Waterville, (Skowhegan), Pittsfield, Farmington	(Nov. 22)	22	12
5	(Augusta), Camden, Rockland	(Dec. 13)	12	7
6	(Bath), Brunswick, Freeport	(Nov. 29)	7	6
7	(Norway), Mexico, Auburn	(Dec. 7)	17	12
8	Cumberland (Portland)	(Dec. 15)	15	11
9	York (Biddeford)	(Dec. 8)	6	6
			139 Totals	89

*Parentheses indicate town where regional meeting was held.

Table II

PREFERENCES BY REGION FOR LOCATION OF ADDITIONAL INSTRUCTION

Area # (See Map)	
1	UMPI--Presque Isle, Opportunity Training Center, Presque Isle High School, UMFK--Fort Kent
2	Millinocket and East Millinocket High School, Katahdin School for Retarded, UMO--Orono
3.	Brewer Children's Opportunity Center, UMO--Orono, Bangor Counseling Center, Bangor Community College, Ellsworth, UMM--Machias
4	Skowhegan High School, Mary Donovan School, Waterville High School, Hilltop School, UMA--Augusta, UMF--Farmington, Colby College
5	UMA--Augusta, Rockland High School, CMVTI--Auburn, UMF--Farmington, Kennebec Valley Training Center
6	Brunswick High School, UMA--Augusta, UMPG--Portland-Gorham, Elmhurst School
7	CMVTI--Auburn, Rumford High School, Norway-South Paris High School, Hope Training Center--Mexico, Norway School Complex, UMF--Farmington
8	UMPG--Portland-Gorham, Woodfords School, Pride Training Center, Portland, South Portland, and Westbrook Schools
9	UMPG--Portland-Gorham, St. Francis--Biddeford, Saco Valley Training School

Table III

PRIORITY REQUESTS FOR INSTRUCTION BY TOPIC IN EACH REGION

Area # (See Map)	
1	(1) Pre-Vocational; (2) Curriculum; (3) Speech and Language
2	(1) Pre-Vocational; (2) Fine Arts; (3) Curriculum; (4) Speech and Language
3	(1) Speech and Language; (2) Curriculum; (3) Pre-Vocational; (4) PE, Recreation; (5) Music; (6) Instructional Media
4	(1) Parent Counseling; (2) Behavior Modification; (3) Speech and Language; (4) Pre-Vocational; (5) Fine Arts; (6) Curriculum
5	(1) Pre-Vocational; (2) PE, Recreation; (3) Curriculum
6	(1) Parent-Teachers Relationship; (2) Behavior Modification; (3) Learning Disabilities; (4) Speech and Language; (5) Music; (6) Pre-Vocational
7	(1) Pre-Vocational; (2) Behavior Modification; (3) Speech and Language; (4) PE, Recreation; (5) Music
8	(1) Curriculum; (2) Fine Arts; (3) Instructional Media-AV; (4) Speech and Language; (5) Pre-Vocational

Summary of Priority Rankings for Instruction by Topic

1 = Pre-Vocational Preparation (Corresponds to Results of 1971 survey by State Department)

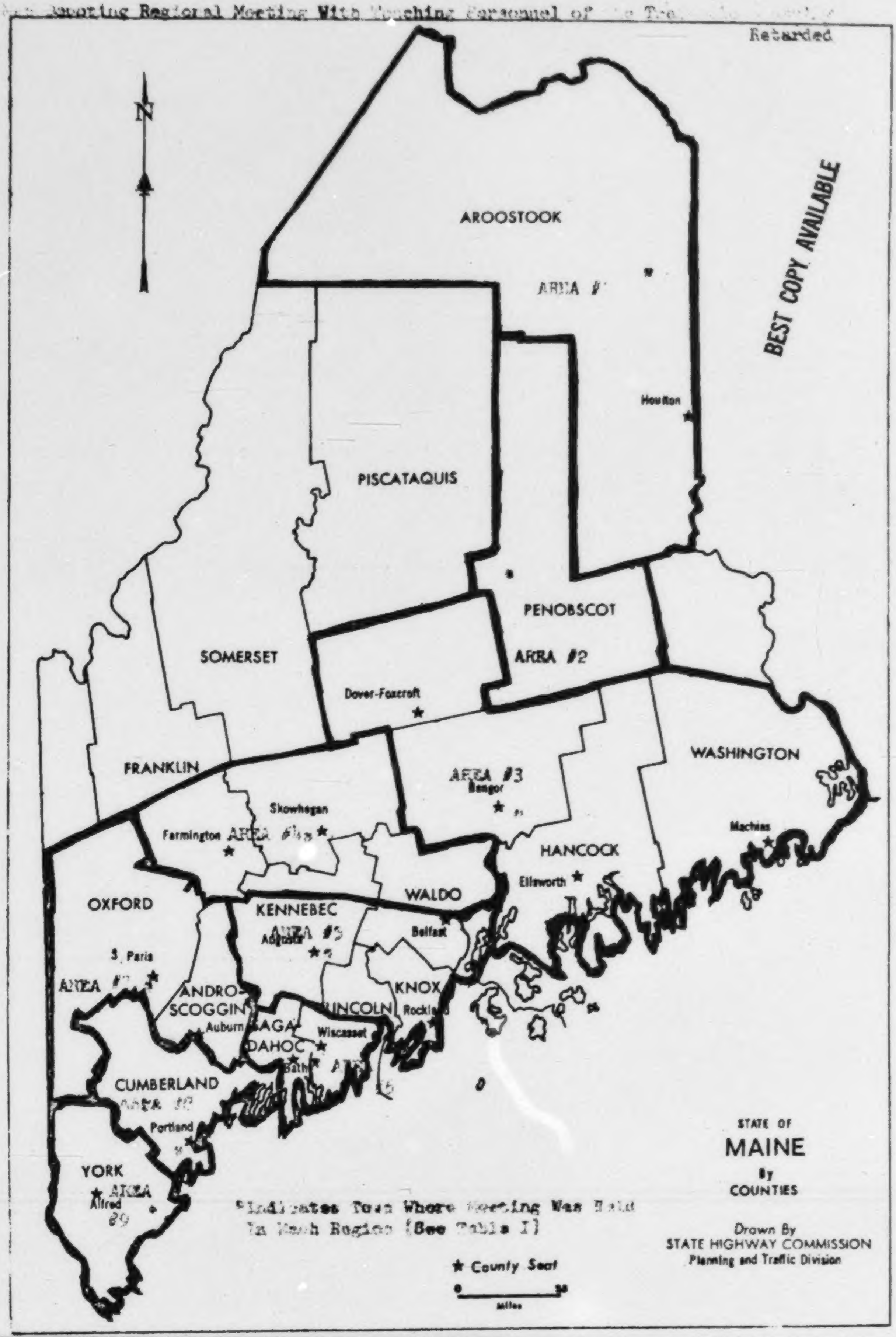
2 = Curriculum Development

3 = Speech and Language Development

4 = Parent-Teacher Interaction and Relationships

Additional indications of topic priority preferences are equally divided among PE-Recreation, Behavior Modification, Fine Arts Processes, Instructional Media.

Map Showing Regional Meeting With Teaching Personnel of the Trainable Mentally Retarded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AROOSTOOK
AREA #1
Houlton
PISCATAQUIS
PENOBSCOT
AREA #2
SOMERSET
Dover-Foxcroft
FRANKLIN
AREA #3
Bangor
WASHINGTON
Skowhegan
Farmington
AREA #4
Machias
HANCOCK
Ellsworth
OXFORD
WALDO
KENNEBEC
AREA #5
Augusta
Belfast
S. Paris
AREA #7
ANDRO-SCOGGIN
KNOX
LINCOLN
Rockland
Auburn
SAGADAHOC
Wiscasset
Bath
AREA #5
CUMBERLAND
AREA #8
Portland
YORK
AREA #9
Alfred
STATE OF
MAINE
By
COUNTIES
Drawn By
STATE HIGHWAY COMMISSION
Planning and Traffic Division
★ County Seat
0
35
Miles

*Indicates Town Where Meeting Was Held In Each Region (See Table I)

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CURRICULUM GUIDES & EVALUATION SYSTEMS USED IN TMR PROGRAMS

Location	Title of Guide and Level	Evaluations System to Indicate Pupil Progress	Regional Priority in Curriculum Development
Alfred	None	None	--
Bar Harbor	Pineland Training Center	Progress Reports	Pre-Vocational and Sheltered Workshop Curr.
Ellsworth	Developing Units (Meyen) Exp.Curriculum for Young Ret.Children (Connor)	Teacher-established criteria used - percentile accuracy rating	No one priority to serve classes (varied types) within the region
Fort Kent	None	Periodic comparison of performance	--
Harrington	None	I.Q. Tests & Verbal Reports	--
Norway-South Paris	None	Check List	Workshop facility
Sanford	(Being developed)	None	State Curriculum
Raymond-Windham	Pineland Training Center	Check List	State Guide
Auburn	Various texts and manuals (Julia Malloy,etc.)	Progress Report	Meetings or conferences on new ideas & materials
Augusta-Hallowell	(E.Stark): Iowa State-Curriculum Guide New Mexico-An Experimental Curr. for Young MR	5-point rating system	Unified, good curriculum
Bangor	None, per se. Some additional materials supplied thru Sp.Ed. Resource Center -Bangor Couns.Center	Monthly narrative reports by teachers	--
Bath	Teaching the Retarded - N. Perry	Frostig Dev.Test of Visual Perception; Ginn Reading REadiness Test; Purdue Perceptual Motor Test	Curriculum Relating to Socialization
Biddeford	UMF-compiled curriculum	Daily records - semester report cards-staff meetings	State-developed Curriculum

Location	Title of Guide and Level	Evaluations System to Indicate Pupil Progress	Regional Priority in Curriculum Development
Boothbay Harbor	(None)	Teacher-developed Evaluation System	Standard Curriculum Guide for all Trainable Classes
Brewer	(None) (Being Processed)	TMR Performance Profile	Sequential Language Development Curr., and Pre-Vocational Curr.
Brunswick	John D.Arthur-Curriculum Guides for the TMR	Evaluations by Staff - their own report forms	---
Camden	Julia Molloy's Trainable Children; Pineland & Farmington Guides	Teacher Records; also TMR Performance Profile	Resource Center
Dover-Foxcroft	Curriculum Guide for TMR - E. Stark	TMR Performance Profile	Sheltered Workshop Facility.
East Millinocket	D.W.Wood:#3 Edition of Guide to Curriculum Planning for TMR or Severely Retarded; Curr.Guide for TMR-Third Annual Workshop	TMR Performance Profile	Standard Curriculum
Farmington	TMR Guide - Oklahoma State Dept. of Ed.	TMR Performance Profile	Standard Curriculum
Houlton	Curriculum for Teachers of TMR; DeKalb County(Ga.) Curriculum; Julia S.Molloy Curr. for Trainable; Remediation of Learning Dis.- Valett	(Not yet)	Resources at workshops, etc.
Lewiston	(None)	--	--
Lille	Curriculum Guide for TMR - E. Stark; Own Teacher's Guide Evaluation & Progress Development - Mansfield Training School (Conn.)	(see first column)	--
Lincoln	Pineland Training Center	Testing & Records	--

Location	Title of Guide and Level	Evaluations System to Indicate Pupil Progress	Regional Priority in Curriculum Development
Mexico	Did Not Respond		
Pittsfield	John Arthur, M.S. Curriculum Guide	TMR Performance Profile	Pre-Vocational Area Workshop
Portland	State of Maine Curr. Guide; Will be using Julia Malloy's, also.	Progress Reports; Parent-Teacher Conferences	Curriculum guide developed by State Coordinators & classroom teachers
Presque Isle	No formal Curriculum	Written Reports-Report Cards	Variety of Curriculums, to be adapted to individual classes
Skowhegan	No specific guide - combination of several	Individual Progress Reports	Progressive Curriculum integrating all areas
South Portland	Curriculum Guide for the Trainable - Community Psychological Services (Locally developed)	Progress Reports	---
Waterville	General Curriculum for Trainables	Periodic conferences with teachers, and daily record notes	Specific Curriculum for pre-school children
Pownal (Pineland)	Pineland Curriculum Guide Books on Teaching MR	Calif. Achievement Tests; Wide-Range Achievement Tests; Trainable Check List; Cain Levine Social Competency Scale for Resident Teacher Aides	Complete Curriculum Guide

REGIONAL PRIORITIES

In the Fall of 1971, a needs assessment was conducted by the staff of the TMR Teacher Preparation Program to determine the need for course work and training of teaching personnel in the field of TMR. The results of the nine Regional Meetings were reported in the "Report of Regional Meetings with Teaching Personnel of Trainable Mentally Retarded Children in Maine - Fall 1972" Table IV of this report indicates State-wide Priority ranking for instructor by topic:

PRIORITY I

PREVOCATIONAL PREPARATION

Regions Indicating Priority Number

Regions	1	Aroostook	(1)
	2	Penobscot	(1)
	5	Kennebec	(1)
	7	Oxford	(1)
	3	Hancock	(3)

How Priorities Were Met

1972 - Workshops

- Traveling Workshop on Vocational Preparation of TMR: Summer, New England States, 25 participants, 3 credit hours
- Health and Medical Management of the Multiple Handicapped: Summer, Augusta, 32 participants, 3 credit hours

1973 - Workshops

- Parent Counseling and Sex Education for TMR: Spring, Augusta, two day inservice workshop, 146 participants, 1 hour recertification credit
- Traveling Workshop on Vocational Preparation for TMR: Summer, Maine, Massachusetts and New Hampshire, 23 participants, 3 credit hours
- Behavior Modification Techniques for Teachers of Developmentally Handicapped: Summer, Farmington, 21 participants, 3 credit hours
- Career Education for the Handicapped: Summer, Orono, 17 participants, 3 credit hours
- Career Education for the Handicapped: Summer, Farmington, 23 participants, 3 credit hours

Course Offerings

- Personal, Social, and Vocational Guidance for the TMR: Fall, CED Course offering, Augusta, 19 participants, 3 credit hours

1974 - Workshops

Special Education Workshop: Summer, Fort Kent, 1st session, 20 participants; 2nd session, 25 participants, 3 credit hours

Course Offerings

Personal, Social, and Vocational Guidance for the TMR: Summer, CED Course offering, Farmington, 26 participants, 3 credit hours

Personal, Social, and Vocational Guidance for the TMR: Summer, CED Course offering, Portland-Gorham, 14 participants, 3 credit hours

Curriculum and Materials Distribution

1972 - Social Adaptability: Fall

Manual Dexterity Training: Fall

Inventory of Curriculum Materials and Resources for Teachers of the TMR

Equivalency listing of all TMR course offerings in the state: sent out prior to each academic session

1973 - Social Perceptual Training for Community Living; Learning Packet: Summer

Guide for Parents: Love, Sex and Birth Control for the Mentally Retarded: Record, Film and Parent and Student Manuals

Vocational Capacity Rating Scale: Fall

Equivalency listing of all TMR course offerings in the state: sent out prior to each academic session

1974 - Equivalency listing of all TMR course offerings in the state: sent out prior to each academic session

Demonstration of Resources and Materials

1972 - Video Tape and Slide Demonstration to ARC on Prevocational Process

1973 - Demonstration of Curriculum Materials and Resources in the Areas of: Adolescent Self-Help Skills, etc.

Direct Program Consultations

1972 - Program consultation on establishment of Prevocational Programs, evaluation of Prevocational Process

Credit analysis for field Associate Science Degree persons

1973 - Field Resource Consultation to Teachers and Administrators on Prevocational Preparation and Rehabilitation Process

Credit analysis for field Associate Science Degree persons

1974 - Credit analysis for field Associate Science Degree persons

PRIORITY II

CURRICULUM DEVELOPMENT

Regions Indicating Priority Number

Regions	8	Cumberland	(1)
	9	York	(1)
	1	Aroostook	(2)
	3	Bangor	(2)
	2	Hancock	(3)
	5	Kennebec	(3)

Workshops and Course Offerings

1972 - Workshops

Instructional Media in Education of Handicapped Children: Summer, Farmington, 22 participants, 3 credit hours

Physical Education for Handicapped: Summer, Orono, 25 participants, 3 credit hours

Course Offerings

Curriculum Development and Teaching the TMR: Spring, CED Course offering, Augusta, 18 participants, 3 credit hours

Planning Curriculum for the Retarded Child: Spring, CED Course offering, Orono, 17 participants, 3 credit hours

Education of TMR: Fall, CED Course offering, Orono, 24 participants, 3 credit hours

Educating MR Children: Fall, CED Course offering, Augusta, 20 participants, 3 credit hours

Methods of Teaching the Retarded Child: Fall, CED Course offering, Orono, 15 participants, 3 credit hours

1973 - Workshops

Prescriptive Education for Handicapped Children: Summer, Orono, 25 participants, 3 credit hours

Physical Education & Recreation for the Handicapped: Summer, York, 20 participants, 3 credit hours

Behavior Modification Techniques for TMR: Fall, Bangor, 14 participants, 3 credit hours

Behavior Modification Techniques for Teachers of Developmentally Young: Summer, Farmington & Augusta, 18 participants, 3 credit hours

Course Offerings

Education of the Trainable: Spring, Augusta, 16 participants, 3 credit hours

Methods of Teaching the Retarded Child: Spring, Camden, 12 participants, 3 credit hours

Planning the Curriculum for the Retarded Child: Spring, Orono, 19 participants, 3 credit hours

Planning the Curriculum for the Retarded Child: Summer, Portland-Gorham, 20 participants, 3 credit hours

1973 - Course Offerings - cont'd
Curriculum and Materials for the Retarded: Summer, Augusta, 18 participants, 3 credit hours

1974 - Workshops
Behavior Modification for Teachers of the TMR: Spring, Augusta, 18 participants, 1 credit hour
Behavior Modification for the Developmentally Young: Spring, Portland, 20 participants, 1 credit hour
Program Planning and Evaluation for the TMR: Spring, Biddeford, 12 participants, in-service workshop
Edmark Reading Program Demonstration: Spring, Biddeford, 52 participants, in-service workshop

Course Offerings
Planning the Curriculum for the Mentally Retarded: Summer, Orono, 15 participants, 3 credit hours

Curriculum and Materials Distribution

1972 - Bibliography of Curriculum Materials
Inventory of Curriculum Resources and Materials
Curriculum Utilization and Assessment Survey and Feedback
Writing Behavioral Objectives for TMR Programmed Packet:
  Video Tape
  Overhead Transparencies and Manual
TMR Performance Profile Distribution and Utilization
Equivalency listing for all TMR course offerings in the State: sent out prior to each academic session

1973 - Film Listing and Distribution
Evaluation Bibliography - Parent & Child
Writing Behavioral Objectives for TMR
  Programmed Packet: Video Tape
  Overhead Transparencies and Manual
TMR Performance Profile Distribution and Utilization
Equivalency listing of all TMR course offerings in the State: sent out prior to each academic session

1974 - Task Analysis Learning Packet
Task Analysis Activities Distributed
Behavior Reinforcement Game: transparencies and manual
Group Programming Flow Chart based on TMR Performance Profile for TMR
Listing of free and inexpensive materials
Film Listing and Distribution Continued
Selected Articles (Abstract) on Curriculum Methods & Materials
Writing Behavioral Objectives for TMR
  Programmed Packet: Video Tape
  Overhead Transparencies and Manual
TMR Performance Profile Distribution and Utilization
Equivalency listing of all TMR course offerings in the State: sent out prior to each academic session

Demonstration of Resources and Materials

1972 - Curriculum Resources and Materials at UMF; IMC Center; Regional Workshops
- Behavioral Objectives Packet Demonstrated: Regional Workshops
- TMR Performance Profile Learning Packet
  - Overhead Transparencies
  - Student and Teacher Manual

1973 - Behavioral Objectives Packet Demonstrated: Regional Workshops
- TMR Performance Profile Learning Packet
  - Overhead Transparencies
  - Student and Teacher Manual

1974 - Task Analysis Learning Packet
- Task Analysis Activities
- Behavior Reinforcement Game
- Behavioral Objectives Packet Demonstrated: Regional Workshops
- TMR Performance Profile Learning Packet
  - Overhead Transparencies
  - Student and Teacher Manual

Direct Program Consultation

1972 - Student Teacher Supervision: On-Site and Staff Consultation
- Visitation and Consultation on Curriculum Resources to all Private and Public Schools for TMR
- Assistance in Writing Behavioral Objectives
- TMR Performance Profile Administration
- Credit Analysis for Field Associate Science Degree persons

1973 - Student Teacher Supervision: On-Site and Staff Consultation
- Assistance in Writing Behavioral Objectives
- TMR Performance Profile Administration
- Credit Analysis for Field Associate Science Degree persons

1974 - Task Analysis Learning Packet follow-up
- Task Analysis Activities
- Student Teacher Supervision: On-Site and Staff Consultation
- Assistance in Writing Behavioral Objectives
- TMR Performance Profile Administration
- Credit Analysis for Field Associate Science Degree persons

PRIORITY III

SPEECH AND LANGUAGE DEVELOPMENT

Regions Indicating Priority Number

Regions		
3	Hancock	(1)
1	Aroostook	(3)
4	Kennebec	(3)
7	Androscoggin	(3)

Workshops and Course Offerings

1972 - Workshops

Teach Your Child to Talk Program - Utilized in course offerings and in two language workshops: Spring, Fall, Farmington, Spring 11 participants, Fall 14 participants, in-service

Speech and Language Workshop for the TMR: Fall, Waterville, two day, 173 participants, 1 hour recertification credit

Language Workshop for Parents of the TMR: Fall, Portland, 12 participants, no credit

Course Offerings

Methods and Materials for Teaching Speech and Language: Fall, CED Course offering, Farmington, 20 participants, 3 credit hours

1973 - Workshops

Language Institute for Teachers of Severely Physically and Mentally Handicapped Children: Summer, Rome, 27 participants, 3 credit hours

Monteray Language Workshop: Fall, Bath, 9 participants, in-service

Course Offerings

Methods and Materials for Teaching Speech and Language: Fall, CED Course offering, Farmington, 19 participants, 3 credit hours

Methods and Materials for Teaching Speech and Language: Summer, CED Course offering, Waterville, 15 participants, 3 credit hours

1974 - Workshops

Behavior Modification with emphasis on Articulation Speech Therapy: Summer, Rome, 22 participants, 3 credit hours

Monteray Language Workshop: Spring, Rome, 14 participants, in-service

Course Offerings

Methods and Material for Teaching Speech and Language: Summer, CED Course offering, Portland-Gorham, 13

1974 - Course Offerings - cont'd
participants, 3 credit hours
Methods and Material for Teaching Speech and Language: Fall, CED Course offering, Auburn, no figures available, 3 credit hours

Curriculum and Materials Distribution

1972 - Inventory of Curriculum Resource and Materials
Language Activities for the TMR
Distribution of Special Education Language Materials through the Farmington IMC
Equivalency listing of all TMR course offerings in the State: sent out prior to each academic session

1973 - Listening Activities for the TMR
Language Activities for the TMR
Inventory of Curriculum Resource and Materials
Distribution of Special Education Language Materials through the Farmington IMC
Equivalency listing of all TMR course offerings in the State: sent out prior to each academic session

1974 - Language Stimulation Activities for the TMR child
Distribution of Special Education Language Materials through the Farmington IMC
Equivalency listing of all TMR course offerings in the State: sent out prior to each academic session

Demonstration of Resources and Materials

1972 - McNally Educational Productions Inc., *Let's Learn Language*
Demonstration of Peabody Language Kits; Language Master and Language Concepts through song

1973 - Demonstration of Speech Improvement Packet
Demonstration of Peabody Language Kits; Language Master and Language Concepts through song

Direct Program Consultation

1972 - Consultation on Language Workshop for Parents of the TMR
Credit analysis for Field Associate Science Degree persons
Individual consultations with supervising teachers and student teachers

1973 - Individual consultations with supervising teachers and student teachers
Credit analysis for Field Associate Science Degree persons

1974 - Individual consultations with supervising teachers and student teachers
Credit analysis for Field Associate Science Degree persons

APPENDIX D

Course Module on Behavior Modification

BEHAVIOR MODIFICATION TECHNIQUES
FOR
TEACHERS OF THE TRAINABLE MENTALLY RETARDED

Throughout the State, teachers of the trainable mentally retarded (TMR) enrolled in the TMR Associate Degree Program and receiving in-service education have reported a lack of consistency in terms of content and competencies included in specialized TMR course offerings. (Survey of all TMR Associate Degree students, April 9, 1974) Although the TMR program staff supports the concept that faculty members should and must have academic freedom in planning and implementation of any given course, we strongly believe that there are certain basic objectives for every course that must be met in order to meet the overall program objectives of the TMR Associate Degree Program.

The majority of individuals enrolled in the TMR Associate Degree Program are receiving course instruction through the regional Continuing Education Division (CED) branches of the University system. The TMR program staff has input into course offerings and the selection of CED teaching personnel and whenever possible directly participates in the teaching of required courses. Although this vehicle facilitates the distribution of required courses to those individuals not in the immediate Farmington area, it is most difficult to maintain uniformity in course content and competencies, in a State as large and as rural as the State of Maine. In order to provide the consistency needed in the Statewide TMR program, it is essential that a more detailed course syllabus be circulated to all regional CED centers who intend to offer TMR courses through the TMR Associate Degree Program.

This paper is a description of our attempt at the University of Maine at Farmington to unify the major course objectives for one of our TMR course offerings, Behavior Modification Techniques for Teachers of the Trainable Mentally Retarded, into a packet suitable for distribution to all CED branches in the State. This format is intended to be used for the preparation of modules for the following core courses:

1. SE255 Curriculum Development and Teaching the Trainable Retarded
2. SE270 Recreative Skills for the Handicapped
3. SE271 Personal, Social and Vocational Guidance for the TMR
4. ST216 Student Teaching with TMR in Residential Setting
5. ST217 Student Teaching with TMR in Day School Setting

General Overview of the Course

The purpose of this course is to introduce the student to the major concepts and techniques underlying the application of Behavior Modification techniques to the behavior deficits of the TMR individual. The course has two components, lecture and practicum. In each of the two hour weekly lectures the student is introduced to the various components of the Behavioral Model. Simultaneously throughout the course, each student serves as a "trainee" in a special class for the trainable mentally retarded individual for one half day a week. The practicum provides the trainee the opportunity to have direct experience with the TMR individual in the actual implementation of behavior modification.

The Practicum part of the course consists of a series of six steps:

Step One: Pinpointing the Behavior
Step Two: Recording the Behavior
Step Three: Establishing consequences and procedures
Step Four: Arranging Consequences I
Step Five: Arranging Consequences II
Step Six: Summary

Satisfactory completion of each step requires the student to apply the skills presented in the lecture(s) preceeding each practicum assignment. The primary purpose of this part of the course is to allow the student to demonstrate his mastery of the application of Behavioral techniques.

The syllabus for the course was designed using the instructional development process. In column one the objectives are listed in sequence of occurrence; the adjacent columns indicate the related course content, strategies, resources and assignments. Figure I illustrates the syllabus for the course.

Figure I

	Behavioral Objectives	Content	Strategies	Resources and Readings	Assignment
Entry Behavior	Identify various educational methodologies which service the Trainable Mentally Retarded (TMR) in order to be able to:	The Medical Approach The Behavioral Approach	Lecture Discussion		Exam
1.	Analyze the Characteristics of the Learner (TMR) in behavioral terms	Definition of behavior - components of behaviors Characteristic physical social emotional intellectual The limitations of labeling	Lecture Classroom observation	Case Study (Medical Model) Case Study (Behavioral Model) Bibliography I Overhead transparencies	Pre Test Assessment I
2.	Observe child for the purpose of selecting and describing a behavior to accelerate and maintain	Components of precise behavioral description Observable conditions Observable behavior Observable consequence	Lecture Discussion Classroom observation Observation simulation activity	Bibliography II Overhead transparencies Video Tape of head-banging behavior - Part I	Assessment II Practicum Step I & II Practicum Report I & II

Figure I cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
3.	Observe and record and convert to graphical form the behavior selected for modification in Practicum Step I	Methods for recording behavior frequency rate duration time sampling percent correct construction of a frequency graph - its components and function	Lecture Discussion Practicum in classroom situation Charting Behavior Charting Simulation activity	Bibliography III Video tape of head-banging behavior - Part II & III	Assessment III & IV Practicum Step III Practicum Report III
4.	Observe subject for the purpose of identifying potential consequence and outline procedures for modifying the behavior selected in Step I	Classes of consequences Procedures for identifying consequences Principles and schedules pertaining to the arrangement of consequences	Lecture Discussion Observation in classroom Reinforcement simulation activity	Bibliography IV Overhead transparencies Film	Assessment I Practicum Step IV Practicum Report IV
5.	Identify procedures for teaching new behaviors and select appropriate procedures to accelerate a behavior selected in Step I	Task analysis Paring Shaping Fading	Lecture Discussion Task analysis Simulation activity	Bibliography V Overhead transparencies	Assessment VI Practicum Step V Practicum Report V

Figure I cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
6.	Develop a skill based program for the child selected in Step I based on the instructional development process to be implemented in a 1 to 1 tutorial situation	Behavioral objectives entry behavior strategies resources criterion evaluation	Lecture Discussion Practicum in classroom situation	Bibliography VI Overhead transparencies	Skill based program
7.	Identify and implement procedures for decelerating the frequency or rate of undesirable behavior (Step I) while simultaneously accelerating the frequency or rate of a desirable behavior (Step I) in a 1 to 1 tutorial situation	Techniques for accelerating and decelerating behaviors in a 1 to 1 tutorial situation Paring of mutually exclusive desirable behaviors and undesirable behaviors Characteristic of Behavior undergoing extinction and acceleration	Lecture Discussion Practicum in classroom situation	Bibliography VII	Assessment VII Practicum Step VI Practicum Report VI

Figure I cont'd.

	Behavioral Objectives	Content	Strategies	Resource and Readings	Assignment
8.	Identify procedures appropriate for classroom management	Application of the extinction technique Self-Recording Cost Response Time Out Physical Punishment	Lecture Classroom observation	Bibliography VIII Film Overhead transparencies	Classroom observation and record of teacher performance Report of recommendations for more effective management

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Figure II

Practicum Assignments
as Outlined in
Behavior Modification Techniques
for
Teachers of the Developmentally Young

Assignment I

A. Select a student to work with
B. Observe student as directed
C. Select a behavior you wish to modify

Assignment II

A. Observe student as directed
B. Record the per cent, frequency, rate or duration of the behavior

Assignment III

A. Observe student as directed
B. Identify potential consequence
C. Outline the procedure you will use to modify the behavior

Assignment IV

A. Observe student as directed
B. Present potential consequences
C. Record and graph behavior following presentation of consequence

Assignment V

A. Observe student as directed
B. Change consequence and/or procedures if appropriate and record and graph behavior after change

Assignment VI

A. Observe student as directed
B. Change consequences and/or procedures if appropriate and record and graph behavior after change. Otherwise continue with original consequence and procedures

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FIGURE III

INSTRUCTIONAL OBJECTIVES IN PROGRAM PLANNING FOR THE TRAINABLE MENTALLY RETARDED

The following article is in the form of a learning package. The format for this packet was adapted from an article entitled *Instructional Objectives in Speech Pathology* by Stan Dublinske. It is skill oriented and having read the article you will be able to accomplish the following objectives:

1. List the six components of a measurable objective.
2. Given five objectives discriminate measurable from non-measurable in four out of five.
3. Given five objectives label the components.
4. Write one or more instructional objectives related to the teaching process.

It is assumed that the reader is already familiar with the concept of the "behavioral objective." The purpose of this package is to show that objectives can be used in planning and evaluating the teaching process, as well as to teach the reader how to write instructional objectives.

PRE-TEST

(Answer the following questions prior to reading the article.)

1. List the six components necessary to have a measurable instructional objective.

   a.________________ b.________________

   c.________________ d.________________

   e.________________ f.________________

2. What is the critical concept to remember in developing an instructional objective?

3. Why should instructional objectives be measurable?

4. Indicate two situations where the teacher can effectively utilize instructional objectives.

   a.

   b.

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5. Label the components in the following objective:

   After 15 twenty-minute teaching sessions presented by the teacher with assistance from her aide, Group II will be able to demonstrate an ability to unfasten articles of clothing. The children will be able to perform five of the six unfastening tasks (unzip, unsnap, untie, unbutton, unhook and unbuckle) without assistance. The accomplishment of this task will be evaluated and recorded by the teacher.

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Instructional Objectives

One of the major concerns in education today is ACCOUNTABILITY. Taxpayers and administrators are asking "What types of services and programs are you providing students?" and "How effective are you in providing these services?"

The answer to these questions comes quite easily if the teacher has developed and implemented instructional objectives. Since determining effectiveness implies evaluation, the teacher must have a method of evaluating. The use of instructional objectives will allow the teacher to look at what he wants to have happen to the child, set specific criteria he wishes to meet and then measure the effectiveness in meeting the stated criteria.

Measure Specific Behavior

Many labels have been attached to objectives; behavioral, measurable, program, performance, process, service, instructional, etc. However, the critical concept behind all of the indicated objectives is that they deal with a specific behavior or overt performance that can be measured.

If objectives are not measurable it is impossible to tell exactly when you have reached your goal in the teaching process. Determining whether or not you should provide additional programming at a certain level of instruction or move on to the next step in the program is purely subjective, unless the teacher has a stated instructional objective indicating a specific behavior and a specific criteria that will indicate accomplishment that can be evaluated and charted.

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Instructional Objectives for the Teacher of Trainable Mentally Retarded Children

One way instructional objectives can be utilized is in the teaching process. The teacher can develop long-range instructional objectives that deal with where you want the child to be at the end of the service period, i.e., end of first quarter, end of semester, end of year. With the long-range instructional objective you look at the presenting behavior of the child, determine the desired terminal behavior, and then write the objective.

Another situation involves the use of instructional objectives in curriculum unit planning. Here the teacher determines what he wants to have happen in the curriculum unit and then writes the objectives. These objectives are very specific and indicate the steps needed to move the child from the indicated presenting behavior to the desired terminal behavior.

Components of a Measurable Instructional Objective

Objectives are statements of specific behavior and desired accomplishments that can be measured within a given time frame. Objectives must be developed that support and contribute to the achievement of established goals and alleviation of verified educational needs. To be measurable an objective must meet the following criteria:

1. WHAT is going to be done.
    2. WHO is going to do it.
        3. WHEN is it going to be done.
            4. TO WHOM is it going to be done.
                5. CRITERIA that will indicate accomplishment of the objective.
                    6. EVALUATION method that will be utilized to determine if the objective has been completed.

Following is a specific explanation of the objective components and associated examples.

1. WHAT IS GOING TO BE DONE. Here the teacher indicates the specific behavior desired. The "WHAT" must state exactly what responses you desire from the child or the teaching process. Examples of the "WHAT" would include:

    a. Responds when called by name.
    b. Identifies the color red.
    c. Says own name.
    d. Listens without interruption when others are speaking.
    e. Discriminates between up and down.

2. WHO IS GOING TO DO IT. This indicates the person who is going to carry out the objective. Examples of the "WHO" include:

    a. The aide.
    b. The teacher.
    c. The parent.

3. WHEN IS IT GOING TO BE DONE. Here the teacher indicates the point in time when he expects the objective to be completed or the criteria met. Examples of the "WHEN" include:

    a. By May 3, 1974.
    b. After completion of the curriculum unit "Words for Safety."
    c. After a verbal cue.
    d. After five 20 minute sessions.

4. TO WHOM IS IT GOING TO BE DONE. This component indicates the person who will receive the instruction stated in the objective. Examples of the "TO WHOM" would include:

    a. The student.
    b. Terry.
    c. The learner

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5. CRITERIA THAT WILL INDICATE ACCOMPLISHMENT OF THE OBJECTIVE.

Setting the criteria is the most important aspect of the objective as it will be used to determine the effectiveness of the service provided. The criteria should be set high enough so that the child will not fail when moved on to the next step, but not so high that he experiences considerable failure in trying to pass the present step.

Examples of the "CRITERIA" would include:

a. 5 consecutive lunch periods.
b. 95% in five minutes.
c. 20 pictures with no errors.
d. 1.0 per day or less.
e. increase 30%.

6. EVALUATION METHOD THAT WILL BE USED TO DETERMINE IF THE OBJECTIVE HAS BEEN ACCOMPLISHED. Here we are looking at ways of evaluating whether or not you have accomplished the stated "criteria" and the "what" indicated in the objective.

Examples of the "EVALUATION" would include:

a. Recorded in TMR Performance Profile.
b. Teacher's judgment and tally.
c. Child's chart.
d. Teacher-parent judgment/tally and chart.

Along with these six criteria that MUST be stated in the measurable instructional objective, the teacher has to keep in mind two aditional components regarding objectives. Objectives must also be realistic and relevant. Realistic in terms of the "WHEN" "CRITERIA" "EVALUATION" and the "WHO." They must also be relevant in terms of the "WHAT" and the "TO WHOM." The activities suggested should be pertinent to the child's educational needs and his environment.

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Examples of Instructional Objectives

Following are examples of various instructional objectives. Some are measurable and some are non-measurable. Underline each component and identify by labelling, "WHEN" "WHO" "WHAT" "TO WHOM" "CRITERIA" and "EVALUATION." Also indicate the objectives that are measurable with an "X".

Example

__X__ Upon completion of the curriculum unit "Telling Time," presented by
WHEN
the Teacher, Eddie will be able to relate the position of hands to
WHO TO WHOM WHAT
"time to go to bed," "time for school," "time to go home" and "time
for lunch," with 100% accuracy when presented with activity cards and
CRITERIA
a Teaching Clock. The teacher will evaluate and record responses on
EVALUATION
the child's chart.

_____1.After 3 twenty-minute sessions taught by Miss Granger, Terry will be able to identify the color red. He will be able to correctly select, with no errors, the 10 red objects in a collection of 20 objects of various colors. Accomplishment of this task will be evaluated and recorded by the teacher.

_____2.By May 20, 1974, Karen will be able to transmit a simple oral message from one person to another with 100% accuracy.

_____3.After 20 ten-minute sessions presented by the teacher, the children in Group II will be able to verbally state numbers used for personal

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identification, i.e. age, address, telephone number and birthdate. Upon request from the teacher the children will respond correctly to at least 3 of the 4 items without error. Child's response will be recorded on the Personal Identity Growth Chart.

_____4. After completing the first 15 steps in Molloy's Balance Beam Exercise sequence, Jimmy, under the supervision of Mr. Berry, will be able to perform 12 of the 15 exercises without assistance. Performance will be evaluated and recorded by the teacher.

_____5. After being given a verbal cue to select a familiar object from a group of objects, Ellen will select that object and label it appropriately.

ANSWERS

__X__1. When: After 3 twenty-minute sessions.

Who: Miss Granger

What: Identify the color red.

To Whom: Terry.

Criteria: Select 10 red objects with no errors.

Evaluation: Evaluate and record.

_____2. When: By May 20, 1974.

Who: None(needs to be added to make a measurable objective.)

What: Transmit simple oral message.

To Whom: Karen.

Criteria: 100% accuracy.

Evaluation: None (needs to be added to make a measurable objective.)

___X___ 3. When: After 20 ten-minute sessions.

Who: The teacher.

What: Verbally state numbers used in personal identification.

To Whom: Group II.

Criteria: 3 of the 4 items without error.

Evaluation. Recorded on Personal Identity Growth Chart.

___X___ 4. When: After completing the first 15 steps.

Who: Mr. Berry.

What Perform balance bean exercises.

To Whom: Jimmy.

Criteria: 12 of the 15 exercises without assistance.

Evaluation: Evaluated and recorded.

______ 5. When: After being given a verbal cue.

Who: None(needs to be added to make a measurable objective).

What: Select and label object appropriately.

To Whom: Ellen.

Criteria: None(needs to be added to make a measurable objective).

Evaluation: None(needs to be added to make a measurable objective).

Writing Instructional Objectives

At this point in time you should be ready to write an instructional objective. On the next page you will find an objective worksheet. Use this in developing and completing your instructional objectives for the following problems.

A. Sandra is a six-year-old child in the primary TMR class. At this time she does not express her need to use the bathroom until it is too late. You have kept an hourly record on the child's elimination pattern for the last two weeks. You intend to take Sandra to the bathroom timed to the already-known natural elimination schedule of the child. You will record the results of the scheduling and chart the progress. Write an instructional objective incorporating the elements indicated in the problem. Be sure to include all the components to make the objective measurable.

B. In reviewing the TMR Performance profiles you observe that all of the children in your class have demonstrated low performance in Body Usage, Part C, particularly in endurance. You intend to improve this area of recorded weakness by planning a unit which will be completed by April 4, 1974. Write a behavior objective for the class.

C. Write a direct service instructional objective for an individual TMR child.

CHECK TO MAKE SURE YOU HAVE ALL NECESSARY COMPONENTS IN THE OBJECTIVE.

OBJECTIVE WORKSHEET

Objectives:

Are statements of specific behavior and desired accomplishments which can be measured within a given time frame. Objectives must be developed that support and contribute to the achievement of established goals and the alleviation of verified educational needs. To be measurable an objective must meet the following criteria:

1. When is it going to be done.
2. Who is going to do it.
3. What is going to be done.
4. To Whom is it going to be done.
5. Criteria that will indicate accomplishment.
6. Evaluation method used to determine if objective has been carried out.

WHEN:

WHO:

WHAT:

TO WHOM:

CRITERIA:

EVALUATION:

Completed Objective:

What Have You Learned: Post-Test

1. List the six components necessary to have a measurable instructional objective.

a.______________________________ b.______________________________

c.______________________________ d.______________________________

e.______________________________ f.______________________________

2. What is the critical concept to remember in developing an instructional objective?

3. Why should instructional objectives be measurable?

4. Indicate two situations where the teacher can effectively utilize instructional objectives.

a.

b.

5. Label the components in the following objective:

After completing the language program on utilization of pronouns "he" and "she," Ken, given a picture story stimulus presented by the teacher, will utilize the pronouns "he" and "she" with a response accuracy rate of 95% in five minutes of spontaneous speech as evaluated and recorded by the teacher.

Answers: Pre and Post Test

1. a. When; b. What; c. Who; d. To Whom; e. Criteria; f. Evaluation.

2. Objectives deal with specific behavior or overt performances that can be measured.

3. So that you will know exactly where you are in the teaching process and will know when you have reached your goal.

4. a. Long Range indications of terminal behavior.
   b. Indicating desired behavior in individual curriculum units.

5. On pre-test:
   When: After 15 twenty-minute teaching sessions.
   Who: Teacher and aide.
   What: Unfasten articles of clothing.
   To Whom: Group II.
   Criteria: 5 of the 6 tasks without assistance.
   Evaluation: Evaluated and recorded.

6. On post-test:

   When: After completing language program.
   Who: Teacher.
   What: Use "he" and "she" pronouns.
   To Whom: Ken.
   Criteria: 95% in five minutes of spontaneous speech.
   Evaluation: Teacher judgment and record.

Article Objectives	Accomplished	Not Accomplished
1. List six components of a measurable objective.	________	________
2. Discriminate objectives; four out of five.	________	________
3. Label components of five objectives.	________	________
4. Write one or more instructional objectives.	________	________

APPENDIX E

Contract Between Farmington Campus
and
State Board of Education and Related Job Description

Farmington, Maine 04938

PERSONAL SERVICES AGREEMENT

Long-Term

I. THIS AGREEMENT is made to wit between the University of Maine at Farmington hereinafter referred to as the University and the State Department of Education hereinafter referred to as the Department for one year from July 1, 1972 to June 30, 1973.

A. The Department agrees to provide up to one-half of the service time of John T. Kierstead, Curriculum Consultant, to the University in its Program of Preparation for Teachers of the Trainable Mentally Retarded to perform services detailed in the approved job description: Special Education Consultant for the Trainable Mentally Retarded. (see attached description)

B. The University agrees to provide up to one-half of the service time of Paulette Grondin, Education Specialist in the Program of Preparation for Teachers of the Trainable Mentally Retarded to the Department to perform services detailed in the approved job description: Special Education Consultant for the Trainable Mentally Retarded. (see attached description).

C. The University and the Department hereby understand and agree that there will be no transfer of monies for services or expenses in this mutual agreement.

D. No discrimination on the basis of race, color, national origin, or religion will be practiced in the performance of services under this contract. Any complaint of discrimination in the performance of such services is subject to investigation and uncorrected discrimination is considered to be valid reason for prompt termination of this contract.

The University affirms that no discrimination has been practiced on the basis of race, color, national origin or religion in the awarding of this contract, and that any complaint of such discrimination may be made to the Secretary of the United States, Department of Health, Education and Welfare.

This agreement may be cancelled by mutual consent of both parties.

Dated at Farmington, Maine this 29th day of June A.D. 1972.

Einar A. Olsen
President, University of Maine at Farmington

Carroll R. McGary
Commissioner of Education
State Department of Education

Approved as to form:

In witness thereof: July 1, 1972

Marilyn Ann [illegible]

Copy to University
Copy to State Department

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JOB DESCRIPTION: Special Education Consultant for the Trainable Mentally Retarded

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(A) Functions to be Performed

I. Consultation and Advisement

to provide advice and consultation in the area of TMR educational programming, both in public and private schools through knowledge of University policy and procedures as they relate to teaching, research and community services and encourage program improvement where necessary.

to consult with school administrators on policy pertaining to special education regulations, guidelines, subsidy, and statutes, approvals, transportation, room and board, and other service arrangements.

to consult with and advise curriculum consultants in the Division of Curriculum Resources, State Department of Education, regarding special education issues, needs, programs and related concerns.

to consult with private and public schools on available teacher education programs, funding, application procedures and inservice education.

to advise University students with regard to special education program requirements and courses.

to consult with the University Complex on matters pertaining to special education programming needs, present program offerings, certification requirements, workshops, and institutes.

II. Coordinating Liaison

to act as liaison between the Department of Education, its special education personnel, the Bureau of Mental Retardation, Vocational Education, the Division of Vocational Rehabilitation, the Maine Association for Retarded Children, the University Complex, and other public and private organizations regarding programs and funding for the trainable mentally retarded.

to act as liaison between the funding agents within the Department of Education, its special education personnel, private and public schools, and the University Complex regarding programming for the TMR.

II. Coordinating Liaison continued:

to increase public knowledge and understanding of TMR programs through speaking engagements and dissemination of materials via the media.

III. Instruction and Teaching

to teach courses in the TMR program at selected locations around the State based upon documented need.

to arrange for and coordinate additional courses through CED in regional locations which are part of the TMR program.

IV. Instructional Resource Development and Utilization

to be knowledgeable about educational resources available through the University of Maine at Farmington Learning Center - Special Education Section, the New England Center for Special Education Instructional Materials, the State Department of Education - ITV - AV Center and other regional and national centers.

to assist in the development of and arrange through cooperative services for the utilization of TMR educational materials, particularly in the process of providing for regional instruction via courses, workshops, and institutes.

V. Supervision

to evaluate and supervise student teaching and clinical experience in the field through cooperating teachers and administrators.

VI. Research Planning and Evaluation

to conduct periodic program evaluation and research.

to assist in University program development, modification, and extension.

to provide for evaluation of instructional resources and their organization into educational systems and packages.

(B) LINES OF RESPONSIBILITY

The Special Education Consultants for the TMR will be employed primarily by the University with faculty rank, status and employee benefits provided through the University of Maine at Farmington. Via contractual arrangements selected job functions as described in Section A will be performed through the State Department of Education. This cooperative arrangement is intended to provide as fully as possible for a joint approach to the statewide educational program for the TMR.

Work performed will be subject to periodic review and evaluation by the Director of the Program of Preparation of TMR Teachers at UMF and the Coordinator of Special Education in the State Department of Education.

(C) MINIMUM QUALIFICATIONS

(1) Masters degree in special education (or comparable field of concentration) supplemented by thirty hours or more of related graduate work.

(2) Teaching experience with TMR and supervisory-administrative experience in special education programming.

(3) Suitable personal skills necessary to coordinate varied groups concerned with the TMR.

---

* Selection of Consultants will be based upon interviews and mutual agreement between UMF officials and the State Department of Education.

APPENDIX F

Survey of Program Quality

Because of the new State Certification Standards for Teachers of the Trainable Mentally Retarded (TMR), in 1971, all individuals working with the TMR were required to enroll in a two-year Associate Degree program or seek certification. Please rate the overall TMR Associate of Science Degree program in terms of the following statements. Please circle the response that in your opinion is most appropriate.

S A	strongly agree with the statement
A	agree with the statement
N	neither agree nor disagree
D	disagree with the statement
S D	strongly disagree with the statement
N A	not applicable

1. The program has upgraded the quality of instruction provided for trainable mentally retarded (TMR) persons in the State of Maine . . . . SA A N D SD NA

Comments: ____

____

2. The program has offered a sequential, coordinated program of instruction to persons interested in teaching the trainable mentally retarded . . . . SA A N D SD NA

Comments: ____

____

3. The program has provided instruction which will meet with new State certification requirements for teachers of the trainable mentally retarded . . . . SA A N D SD NA

Comments: ____

____

4. The program has encouraged the continued development of curricula for the trainable mentally retarded . . . . SA A N D SD NA

Comments: ____

____

5. The program has provided a method of upgrading the academic level of persons currently working with the trainable mentally retarded . . . . SA A N D SD NA

Comments: ____

____

6. The program has offered a two-year professional program to individuals who otherwise may not have been able to afford the financial burden of remaining in a four-year academic program . . . . SA A N D SD NA

Comments: ____

____

Teachers of TMR

	Number sent out	Number returned	SA	A	N	D	SD	NA
1. Quality of instruction	83	44	15	20	8	1		
2. Sequintial content	83	44	8	23	8	3	1	
3. Meets certification needs	83	43	10	28	3	2		
4. Continued development	83	43	16	25	2			
5. Upgrading academic levels	83	43	16	23	5			
6. Two-year professional program	83	44	21	15	4		1	3

APPENDIX G

Course Ratings

In the following section, please rate only the course(s) that you have taken by circling the responses that in your opinion are most appropriate. Under each course that you have taken you will see a blank space prefaced by the words "CED Location." Indicate the location of the CED Center where the course was offered, i.e., UMF, UMPG, UMA, etc.

Please refer to the scale on Page 1 in order to decode the abbreviations in the response column. *NA (Not Applicable) in the response column indicates that the statement is not applicable to the course.

SE 201 - Nature & Needs of the Mentally Retarded

CED Location: ____________________

1. This course was useful to me as it related to teaching TMR individuals . . . . SA A N D SD NA
2. My methods and techniques of teaching TMR individuals were enhanced by this course . . . . SA A N D SD NA
3. My awareness of instructional resources was broadened . . . . SA A N D SD NA
4. My utilization of instructional resources was increased . . . . SA A N D SD NA
5. I became more aware of the needs of the TMR individual because of this course . . . . SA A N D SD NA
6. I feel more comfortable teaching TMR individuals . . . . . SA A N D SD NA
7. The quality of instruction was: a) poor b) fair c) good d) very good e) excellent

Comments: ____________________

SE 208 - Educating Exceptional Children

CED Location: ____________________

1. This course was useful to me as it related to teaching TMR individuals . . . . SA A N D SD NA
2. My methods and techniques of teaching TMR individuals were enhanced by this course . . . . SA A N D SD NA
3. My awareness of instructional resources was broadened . . . . SA A N D SD NA
4. My utilization of instructional resources was increased . . . . SA A N D SD NA
5. I became more aware of the needs of the TMR individual because of this course . . . . SA A N D SD NA
6. I feel more comfortable teaching TMR individuals . . . . . SA A N D SD NA
7. The quality of instruction was: a) poor b) fair c) good d) very good e) excellent

Comments: ____________________

SE 255 - Curriculum Development & Teaching the Trainable Retarded
CED Location: ______________________________

1. This course was useful to me as it related to teaching TMR individuals . . . . SA A N D SD NA
2. My methods and techniques of teaching TMR individuals were enhanced by this course . . . . SA A N D SD NA
3. My awareness of instructional resources was broadened . . . . SA A N D SD NA
4. My utilization of instructional resources was increased . . . . SA A N D SD NA
5. I became more aware of the needs of the TMR individual because of this course . . . . SA A N D SD NA
6. I feel more comfortable teaching TMR individuals . . . . . SA A N D SD NA
7. The quality of instruction was: a) poor b) fair c) good d) very good e) excellent

Comments: ______________________________

SE 270 - Recreative Skills for the Handicapped
CED Location: ______________________________

1. This course was useful to me as it related to teaching TMR individuals . . . . SA A N D SD NA
2. My methods and techniques of teaching TMR individuals were enhanced by this course . . . . SA A N D SD NA
3. My awareness of instructional resources was broadened . . . . SA A N D SD NA
4. My utilization of instructional resources was increased . . . . SA A N D SD NA
5. I became more aware of the needs of the TMR individual because of this course . . . . SA A N D SD NA
6. I feel more comfortable teaching TMR individuals . . . . . SA A N D SD NA
7. The quality of instruction was: a) poor b) fair c) good d) very good e) excellent

Comments: ______________________________

SE 271 - Personal, Social and Vocational Guidance for the TMR
CED Location: ______________________________

1. This course was useful to me as it related to teaching TMR individuals . . . . SA A N D SD NA
2. My methods and techniques of teaching TMR individuals were enhanced by this course . . . . SA A N D SD NA
3. My awareness of instructional resources was broadened . . SA A N D SD NA
4. My utilization of instructional resources was increased .. SA A N D SD NA
5. I became more aware of the needs of the TMR individual because of this course . . . . SA A N D SD NA
6. I feel more comfortable teaching TMR individuals . . . . . SA A N D SD NA
7. The quality of instruction was: a) poor b) fair c) good d) very good e) excellent

Comments: ______________________________

What additional courses or topics would you like to see included in the TMR Associate Degree Program?

____

____

____

Circle the number of courses related to Associate Degree Program or certification taken since the initiation of the program started in 1970.

1 2 3 4 5 6 7 8 9 10 __________

Circle the number of courses taken prior to 1970 related to the education of the TMR.

1 2 3 4 5 6 7 8 9 10 __________

The CED office most convenient for me is: (check one)

( ) Machias ( ) Fort Kent ( ) Presque Isle ( ) Augusta ( ) Lewiston-Auburn

( ) Portland-Gorham ( ) Orono ( ) Farmington

The CED location(s) where I have taken courses are: (check as many as appropriate)

( ) Machias ( ) Fort Kent ( ) Presque Isle ( ) Augusta ( ) Lewiston-Auburn

( ) Portland-Gorham ( ) Orono ( ) Farmington

SE 201

	Number sent out	Number returned	SA	A	N	D	SD	NA
1. Course usefulness	83	18	3	8	4	2		1
2. Methods improved	83	17	2	7	5	2		1
3. Awareness broadened	83	16	1	9	4	1		1
4. Use of resource increased	83	15	1	6	4	2		2
5. Aware of needs	83	18	5	6	5	2		
6. More comfortable	83	14	3	4	4	3		
			Excellent	V. Good	Good	Fair	Poor	
7. Quality of instruction	83	20	4	6	7	3		

SE 20[illegible]

	Number sent out	Number returned	SA	A	N	D	SD	NA
1. Course usefulness	83	15	5	9	1			
2. Methods improved	83	14	5	7	2			
3. Awareness broadened	83	14	2	11	1			
4. Use of resource increased	83	14	2	8	4			
5. Aware of needs	83	13	2	7	2	1		
6. More comfortable	83	13	1	8	4			
			Excellent	V. Good	Good	Fair	Poor	
7. Quality of instruction	83	17	2	5	6	3	1	

SE 255

	Number sent out	Number returned	SA	A	N	D	SD	NA
1. Course usefulness	83	24	6	13	2	3		
2. Methods improved	83	23	3	14	3	3		
3. Awareness broadened	83	22	3	14	3	2		
4. Use of resource increased	83	21	2	13	4	2		
5. Aware of needs	83	22	3	12	5	2		
6. More comfortable	83	19	3	9	5	2		1
			Excellent	V. Good	Good	Fair	Poor	
7. Quality of instruction	83	25	5	8	8	2	2	

SE 270

	Number sent out	Number returned	SA	A	N	D	SD	NA
1. Course usefulness	83	14	8	6				
2. Methods improved	83	13	9	4				
3. Awareness broadened	83	13	5	8				
4. Use of resource increased	83	13	7	5	1			
5. Aware of needs	83	14	7	6	1			1
6. More comfortable	83	11	6	4	1			
			Excellent	V. Good	Good	Fair	Poor	
7. Quality of instruction	83	15	7	7	1			

SE 271

	Number sent out	Number returned	SA	A	N	D	SD	NA
1. Course usefulness	83	11	3	4	1	1		2
2. Methods improved	83	11	3	1	4	2		1
3. Awareness broadened	83	11	4	3	2	1		1
4. Use of resource increased	83	12	3	3	4	1		1
5. Aware of needs - ____	83	12	5	2	4	1		
6. More comfortable	83	11	3	2	4			2
			Excellent	V. Good	Good	Fair	Poor	
7. Quality of instruction	83	13	3	4	3	2	1	

Because of the new State Certification Standards for Teachers of the Trainable Mentally Retarded (TMR), in 1971, all individuals interested in working with the TMR were required to enroll in a two-year Associate Degree program or seek certification. Please rate the overall TMR Associate of Science Degree program in terms of the following statements. Please circle the response that in your opinion is most appropriate.

S A strongly agree with the statement
A agree with the statement
N neither agree nor disagree
D disagree with the statement
S D strongly disagree with the statement
N A not applicable

A. Program Objectives

1. The program has upgraded the quality of instruction provided for trainable mentally retarded (TMR) persons in the State of Maine . . . SA A N D SD NA

Comments: ____________________

____

2. The program has offered a sequential, coordinated program of instruction to persons interested in teaching the TMR . . . . SA A N D SD NA

Comments: ____________________

____

3. The program has provided instruction which will meet with new State certification requirements for teachers of the trainable mentally retarded . . . . SA A N D SD NA

Comments: ____________________

____

4. The program has encouraged the continued development of curricula for the trainable mentally retarded . . . . SA A N D SD NA

Comments: ____________________

____

5. The program has provided a method of upgrading the academic level of persons currently working with the trainable mentally retarded . . . . SA A N D SD NA

Comments: ____________________

____

6. The program has offered a two-year professional program to individuals who otherwise may not have been able to afford the financial burden of remaining in a four-year academic program . . . . SA A N D SD NA

Comments: ____________________

____

7. The program has afforded the opportunity to earn a baccalaureate degree to capable students who can successfully complete the TMR program . . . . SA A N D SD NA

Comments: ____________________

____

B. Specialized Courses in TMR

In the following section, please rate only the course(s) that you have taken by circling the responses that in your opinion are most appropriate.

Please refer to the scale on Page 1 in order to decode the abbreviations in the response column.

SE 201 - Nature and Needs of the Mentally Retarded

1. I have gained the ability to describe the history of education/training of the Mentally Retarded . . . . SA A N D SD
2. I have gained the ability to define Mental Retardation and the components of the AAMD definition . . . . SA A N D SD
3. I have gained the ability to define the various levels of retardation according to the AAMD . . . . SA A N D SD
4. I have gained the ability to identify the various etiological factors of Mental Retardation . . . . SA A N D SD
5. I have gained the ability to recognize educational and training facilities which serve the TMR . . . . SA A N D SD
6. I have gained the ability to recognize the agencies that provide services for the TMR in the State . . . . SA A N D SD
7. I have gained the ability to identify the educational, social, emotional and physical characteristics of the pre-school, elementary, adolescent, and adult trainable mentally retarded individual . . . . SA A N D SD
8. I have gained the ability to recognize the need for and limitations of educational testing and assessment . . . . SA A N D SD
9. I have gained the ability to describe the socio-economic factors affecting Mental Retardation . . . . SA A N D SD
10. I have gained the ability to understand the needs of the family in relationship to their mentally retarded child . . . . SA A N D SD
11. The course involved ____ hours of observation.
12. The quality of instruction was a) excellent b) very good c) good d) fair e) poor.

SE 255 - Curriculum Development and Teaching the Trainable Retarded

1. I have gained the ability to observe and record the behaviors of Trainable Mentally Retarded children . . . . SA A N D SD

2. I have gained the ability to measure, interpret and evaluate the intellectual, social, emotional and physical performance of TMR children . . . . SA A N D SD

3. I have gained the ability to write appropriate behavioral objectives for an individual or a group of TMR children . . . . SA A N D SD

4. I have gained the ability to select and plan activities for Trainable Mentally Retarded children . . . . SA A N D SD

5. I have gained the ability to implement learning activities for TMR children based on diagnostic information . . . . .SA A N D SD

6. I have gained the ability to identify and utilize instructional materials appropriate for TMR children . . . . SA A N D SD

7. I have gained the ability to implement and evaluate a comprehensive curriculum for TMR children . . . . SA A N D SD

8. I have gained the ability to organize and report pupil progress and behavior to the parents of the TMR . . . . SA A N D SD

9. I have gained the ability to modify specific instructional materials to be used in the training of TMR children . . . . SA A N D SD

10. I have gained the ability to plan lessons in a developmental sequence to teach a task or concept . . . . SA A N D SD

11. This course involved ____ hours of visitation and/or experience with Trainable Mentally Retarded children.

12. The quality of instruction was a) excellent b) very good c) good d) fair e) poor.

SE 270 - Recreative Skills for the Handicapped

1. I have gained the ability to recognize physical growth and development patterns of the "normal" child . . . . SA A N D SD

2. I have gained the ability to recognize the physical "growth and development" patterns of the TMR child . . . . SA A N D SD

3. I have gained the ability to measure, interpret and evaluate physical performance of TMR children . . . . SA A N D SD

SE 270 (continued):

4. I have gained the ability to identify and utilize instructional materials for Trainable Mentally Retarded children . . . . SA A N D SD

5. I have gained the ability to write appropriate Behavioral Objectives for an individual or group of TMR children . . . . SA A N D SD

6. I have gained the ability to implement and evaluate a diagnostic program for the TMR in the area of physical education and recreation . . . . SA A N D SD

7. I have gained an awareness of the needs for a structured Physical Education and Recreation program . . . . SA A N D SD

8. I have gained the ability to correlate physical education and recreational activities with communication, socialization, fine arts, home economics and vocational skills . . . . SA A N D SD

9. I have been able to demonstrate my ability to plan and implement a physical education/recreational program in my field experience with the Mentally Retarded . . . . SA A N D SD

10. This course involved ____ hours of observation and/or experience with the Trainable Mentally Retarded individuals.

11. The quality of instruction was a) excellent b) very good c) good d) fair e) poor.

SE 271 Personal, Social and Vocational Guidance for the TMR

1. I have gained the ability to recognize "growth and development" patterns as related to the Trainable Mentally Retarded adolescent . . . SA A N D SD

2. I have gained the ability to observe and record the behaviors of the TMR individual . . . . SA A N D SD

3. I have gained the ability to select and plan instructional activities for the TMR adolescent . . . . SA A N D SD

4. I have gained the ability to identify vocational facilities suitable for the TMR individual . . . . SA A N D SD

5. I have gained the ability to identify alternative community-living arrangements suitable for TMR individuals . . . . SA A N D SD

6. I have gained the ability to identify skills necessary for vocational readiness . . . . SA A N D SD

7. I have gained the ability to relate instructional objectives to long-term goals . . . . SA A N D SD

8. I have gained the ability to identify the personal & social needs of the TMR individual . . . . SA A N D SD

SE 271 (continued):

9. This course involved ____ hours of visitation and/or field experiences with TMR individuals.

10. The quality of instruction was a) excellent b) very good c) good d) fair e) poor.

ST 218 - Seminar in Teaching the Trainable Mentally Retarded

1. I have gained the ability to describe the behavioral model. . SA A N D SD

2. I have gained the ability to describe behavior precisely . . SA A N D SD

3. I have gained the ability to record specific behavior . . . . SA A N D SD

4. I have gained the ability to graph behavior . . . . SA A N D SD

5. I have gained the ability to select and arrange consequences . . . . SA A N D SD

6. I have gained the ability to accelerate positive behaviors . . . . SA A N D SD

7. I have gained the ability to implement classroom management techniques . . . . SA A N D SD

8. I have gained the ability to analyze tasks and sequence learning activities . . . . SA A N D SD

9. This course involved ____ hours of visitation and/or experience with TMR children.

10. The quality of instruction was a) excellent b) very good c) good d) fair e) poor.

ST 217 - Student Teaching with TMR in a Day-School Setting

1. I have demonstrated the ability to write detailed observational reports for each child in the class . . . . SA A N D SD

2. I have demonstrated the ability to plan and implement an instructional program for one child . . . . SA A N D SD

3. I have demonstrated the ability to plan and implement an instructional program for a small group of children . . . . SA A N D SD

4. I have demonstrated the ability to plan and implement an instructional program for an entire class . . . . SA A N D SD

ST 217 (continued):

5. I have demonstrated the ability to be totally responsible for the entire class for a three-week period . . . . SA A N D SD

6. I have demonstrated my ability to administer the TMR Performance Profile . . . . .SA A N D SD

7. I have demonstrated the ability to use Behavior Modification techniques to increase positive behavior . . . . .SA A N D SD

8. I have demonstrated the ability to use Behavior Modification techniques to decrease or eliminate negative behaviors . . . . .SA A N D SD

9. I think that I was well prepared for my day-school placement . . . . .SA A N D SD

10. I think the University supervision was a) excellent b) very good c) good d) fair e) poor.

11. I think the classroom teacher's supervision was a) excellent b) very good c) good d) fair e) poor.

ST 216 - Clinical Experience and Student Teaching

1. I have gained the ability to identify professional staff instrumental in programming for the Trainable Mentally Retarded . . . . . . SA A N D SD

2. I have gained the ability to supervise individual clients/patients involved in residential facilities . . . . SA A N D SD

3. I have gained the ability to identify community agencies related to the education/training of the TMR . . . . SA A N D SD

4. I have gained the ability to identify the various components of a rehabilitation program within the residential facility . . . SA A N D SD

5. I have gained the ability to participate in vocational/educational programming . . . . .SA A N D SD

6. I have gained the ability to identify various diagnostic instruments useful in educational/vocational programming . . . . SA A N D SD

7. I have gained the ability to identify social/emotional problems related to the education/training of the TMR . . . . SA A N D SD

8. I think that I was well prepared for my Residential Placement. .SA A N D SD

9. I think the University Supervisor was a) excellent b) very good c) good d) fair e) poor.

10. I think that the Residential Supervisor was a) excellent b) very good c) good d) fair e) poor.

C. Core Courses

Please rate only the core courses that you have taken. Circle the response, that in your opinion, most closely reflects your evaluation of the course content as it has been beneficial to you as a teacher trainee of the Trainable Mentally Retarded.

SE 201 - Educating Exceptional Children	Beneficial	Not Beneficial
Py 101 - General Psychology	Beneficial	Not Beneficial
Ed 275 - Fine Arts Processes & Materials for the Classroom	Beneficial	Not Beneficial
Py 207 - Human Growth & Development	Beneficial	Not Beneficial
SE 238 - Methods & Materials for Teaching Speech and Language	Beneficial	Not Beneficial
Ed 243 - Instructional Media in Education	Beneficial	Not Beneficial
HE 242 - Child Development and Guidance	Beneficial	Not Beneficial

Comments or recommendations: ______________________________

D. On-Campus Program

Circle the response most appropriate in answer to the following statements:

S A	strongly agree with the statement
A	agree with the statement
N	neither agree nor disagree
D	disagree with the statement
S D	strongly disagree with the statement
N A	not applicable

1. I have been well advised as to course requirements necessary for graduation . . . . SA A N D SD NA

2. I have had ample opportunity to consult with my advisor . . . . SA A N D SD NA

3. I have found that the instructional materials available through the program have been sufficient . . . . SA A N D SD NA

On-Campus Program (continued):

4. I feel that the project staff has been receptive to my suggestions for changes in course content and organization . . . . . SA A N D SD NA

5. I feel that upon completion of this two-year program I will be well-prepared to assume responsibility for a group of Trainable Mentally Retarded individuals in a day-school setting . . SA A N D SD NA

6. I feel that upon completion of this two-year program I will be well-prepared to assume responsibility for a group of Trainable Mentally Retarded individuals in a residential setting . . . . . . SA A N D SD NA

7. Course-related practicum experiences have been relevent...SA A N D SD NA

8. Course-related practicum experiences have been sufficient in number . . . . .SA A N D SD NA

Comments/Recommendations:

SE 201

	Number Respondents	SA	A	N	D	SD
1. History of MR	34	3	26	4	1	
2. Define MR	33	13	20			
3. Devine levels of MR	34	9	24		1	
4. Etiological factors	34	4	28	1	1	
5. Educational facilities for MR	34	8	24	2		
6. Agencies for MR	34	3	25	4	1	1
7. Characteristics of MR	34	4	27	2	1	
8. Knowledge of testing	34	12	18	3	1	
9. Socio-economic factors	35	9	23	2	1	
0. Family needs	34	10	20	3	1	

	Number Respondents	average	range	median	mode
1. Hours of observation	13	13	0-35	14	15

	Number Respondent	excellent	very good	good	fair	poor
2. Quality of instruction	34	5	11	10	5	3

SE 255

	Number Respondents	SA	A	N	D	SD	NA
1. Record behaviors	35	20	14				1
2. Assessment stratigies	34	11	21		2		
3. Write behavioral objectives	35	23	11		1		
4. Plan activities for TMR	34	17	15	1		1	
5. Implement activities for TMR	34	8	22	2	1	1	
6. Select materials for TMR	34	13	19	1	1		
7. Implement curriculum for TMR	35	6	24	2	3		
8. Report pupil progress	30	6	16	5	3		
9. Modify materials	34	9	24	1			
10. Plan developmental lessons	34	15	19				

	Number Respondents	average	range	median	mode
11. Hours of observation	25	37	1-75	45	45

	Number Respondents	excellent	very good	good	fair	poor
12. Quality of instruction	33	7	19	6	1	

SE 270

	Number Respondents	SA	A	N	D	SD
1. Growth patterns of normal child	33	9	20	3	1	
2. Growth patterns of TMR	33	7	19	7		
3. Evaluate physical performance of TMR	31	4	20	5	2	
4. Select materials for TMR	33	13	19	1		
5. Write behavioral objectives	33	12	17	2	1	
6. Impliment diagnositc program	32	2	25	5		
7. Needs of structured physical education	33	22	11			
8. Correlate physical education and recreation	32	13	14	3	2	
9. Plan and impliment physical education program	33	15	14	2	1	1

	Number Respondents	average	range	median	mode
10. Hours observation	22	6	1-40	4	4

	Number Respondents	excellent	very good	good	fair	poor
11. Quality of instruction	33	2	14	13	4	

SE 271

	Number Respondents	SA	A	N	D	SD
1. Growth of adolescent TMR	22	6	13	1	2	
2. Record behavior of TMR	21	7	10	2	2	
3. Plan activities for TMR	22	6	11	3	2	
4. Identify vocational facilities	22	11	8	2	1	
5. Community living arrangements	23.	5	13	3	2	
6. Vocational skills	22	6	14		2	
7. Relate objectives to long term goals	22	5	14		3	
8. Personal and social needs of TMR	21	5	16			

	Number Respondents	average	range	median	mode
9. Hours of observation	13	11	3-50	8	6

	Number Respondents	excellent	very good	good	fair	poor
10. Quality of instruction	20	1	3	8	5	3

ST 218

	Number Respondents	SA	A	N	D	SD
1. Describe behavioral model	20	10	10			
2. Describe behavior precisely	20	12	8			
3. Record specific behavior	20	16	4			
4. Graph behavior	20	16	4			
5. Arrange consequences	20	14	6			
6. Accelerate positive behaviors	20	13	7			
7. Classroom management techniques	20	9	11			
8. Task analysis	20	9	11			

	Number Respondents	average	range	median	mode
9. Hours of observation	21	60	60	60	60

	Number Respondents	excellent	very good	good	fair	poor
10. Quality of instruction	20	7	8	4		1

ST 217

	Number Respondents	SA	A	N	D	SD
1. Write observational reports	21	15	6			
2. Impliment program for one child	21	10	8	3		
3. Small group activities	21	13	8			
4. Program entire class	20	12	8		1	
5. Program for 3 week period	21	15	6			
6. Administer TMR Performance profile	21	14	5	1	1	
7. Use Behavior Modification - positive	21	11	9	1		
8. Behavior Modification - negative	21	9	10	2		
9. Well prepared	21	7	12	1		1

	Number Respondents	excellent	very good	good	fair	poor
10. University Supervision	20	1	9	6	3	1
11. Classroom Supervision	20	9	5	2	3	1

ST 216

	Number Respondents	SA	A	N	D	SD
1. Identify professional staff	20	12	8			
2. Supervise patients	20	14	6			
3. Identify community agencies	20	8	11		1	
4. Identify components of program	20	10	9	1		
5. Participate in vocational programming	20	13	7			
6. Identify diagnostic instruments	20	9	10		1	
7. Identify social/emotional problems	20	7	13			
8. Well prepared	20	7	10	1	1	1

	Number Respondents	excellent	very good	good	fair	poor
9. University Supervision	20	1	6	3	5	5
10. Residential Supervision	20	8	9	3		

On Campus Program

	Number Respondents	SA	A	N	D	SD	NA
1. Well advised	35	18	16			1	
2. Opportunity to consult	35	18	12	2		3	
3. Instructional materials	35	9	19	6	1		
4. Receptive to suggestions	33	7	15	10			1
5. Well prepared - day school	34	12	14	5	2		1
6. Well prepared - residential	34	13	14	4	1		2
7. Practicum courses relevent	34	19	12	2	1		
8. Practicum courses sufficient	33	12	13	2	2	2	

Core Courses

	Number Respondents	Beneficial	Not Beneficial
1. SE 201	35	33	2
2. Py 101	35	33	2
3. ED 275	30	24	6
4. Py 207	31	13	18
5. SE 238	28	27	1
6. ED 243	27	23	4
7. HE 242	31	28	3

On Campus Program

	Number Respondents	SA	A	N	D	SD	NA
1. Well advised	35	18	16			1	
2. Opportunity to consult	35	18	12	2		3	
3. Instructional materials	35	9	19	6	1		
4. Receptive to suggestions	33	7	15	10			1
5. Well prepared - day school	34	12	14	5	2		1
6. Well prepared - residential	34	13	14	4	1		2
7. Practicum courses relevent	34	19	12	2	1		
8. Practicum courses sufficient	33	12	13	2	2	2	

APPENDIX H

Ratings on Residential Setting Practicum

Supervisors Evaluation of Student Teachers
during
Residential Placement

SA	strongly agree with the statement
A	agree with the statement
N	neither agree nor disagree
D	disagree with the statement
SD	strongly disagree with the statement
NA	not applicable

	Number of Respondents	SA	A	N	D	SD	NA
1. The student teacher has demonstrated the ability to work with the professional staff in programming for the clients/patients	19	9	4		1		5
2. The student teacher has demonstrated the ability to supervise an individual client/patient . . .	19	9	9		1		
3. The student teacher has demonstrated the ability to supervise a group of clients/patients . . .	19	2	13	1	1		2
4. The student teacher has demonstrated the ability to recognize community agencies and/or organizations providing services for the clients/patients	19		14	4	1		

Evaluation cont'd.

	Number of Respondents	SA	A	N	D	SD	NA
5. The student teacher has demonstrated the ability to interact with community agencies and/or organizations providing services for the clients/patients	19	2	6	3		1	7
6. The student teacher has demonstrated the ability to describe the various phases of a training/rehabilitation program	19	2	11	4	1	1	
7. The student teacher has demonstrated the ability to accurately identify social/emotional problems related to the education/training of the clients/patients	19	2	8	3		1	5
8. The student teacher has demonstrated the ability to function within a vocational/educational program	18	9	7	1	1		
9. The student teacher has demonstrated the ability to accept responsibility in dealing with staff and clients/patients	19	12	5	1	1		
10. The student teacher has demonstrated the ability to use good judgment in dealing with staff and clients/patients	19	13	4	1	1		

Evaluation cont'd.

	Number of Respondents	SA	A	N	D	SD	NA
11. The student teacher has demonstrated the ability to use initiative in developing tasks for the clients/patients	18	6	10	1	1		
12. The student teacher has demonstrated the ability to relate daily activities to the overall goals of program	19	8	10		1		
13. The student teacher has demonstrated the ability to express himself/herself well with the staff	19	8	9		1	1	
14. The student teacher has demonstrated the ability to express himself/herself well with the clients/patients	19	10	8			1	
15. The student teacher has demonstrated the ability to relate his/her knowledge of mental retardation to the needs of the clients/patients	19	4	13		2		
16. The student teacher has been adequately prepared by the University for the residential placement	19	3	11	5			

Evaluation cont'd.	Number of Respondents	SA	A	N	D	SD	NA
17. The student teacher has demonstrated the capabilities of an individual qualified for employment by the agency with which I am affiliated	19	12	5	1		1	

APPENDIX I

Ratings on Day School Practicum

DAY SCHOOL PRACTICUM RATINGS

S	Superior
AA	Above average
A	Average
BA	Below average
P	Poor

	No. of Respondents	4th Week Evaluation					No. of Respodents	8th Week Evaluation				
		S	AA	A	BA	P		S	AA	A	BA	P
A. EVALUATION OF PREPARATION AND UNDERSTANDING												
Knowledge of Children and the Learning Process	20		11	9			21	5	13	3		
Knowledge and Understanding of Mental Retardation	20		10	10			21	5	13	3		
Ability to Plan in Outline and Detail	20	4	7	9			21	4	12	5		
Knowledge, Understanding and Use of Materials	20	3	10	7			20	5	11	4		
Ability to Present Materials Meaningfully to All Levels of Ability	20	1	9	10			20	6	7	7		
Rapport with Individual Students and with the Class as a Group	20	2	13	5			20	7	11	2		

	No. of Respondents	4th Week Evaluation					No. of Respondents	8th Week Evaluation				
		S	AA	A	BA	P		S	AA	A	BA	P
Ability to Individualize Instruction in the Group Situation	20	1	11	8			20	3	13	4		
Ability to Motivate Pupils	20	2	10	7	1		21	6	10	5		
Ability to Guide and Direct Learning Activities	20	1	9	9	1		21	3	14	4		
Ability to Accurately Evaluate Results of Learning Activities	19	1	5	13			19	3	10	6		
Ability to Relate School Activities to Life Situation of the Pupil	20	2	9	9			21	6	11	4		
B. CLASSROOM MANAGEMENT												
Control of Classroom Physical Environment	20		10	9	1		21	5	9	7		
Sense of Structure and Organization for Teaching	20	2	7	11			20	5	13	1	1	
Ability to Anticipate and Perceive Real Problems and Needs	20	1	4	15			21	5	8	8		
Ability to Control Pupils	20		11	8	1		21	5	9	6	1	

	No. of Respondents	4th Week Evaluation					No. of Respondents	8th Week Evaluation				
		S	AA	A	BA	P		S	AA	A	BA	P
C. PERSONAL MANAGEMENT												
Appearance	20	6	11	3			21	8	11	2		
Cooperation	20	8	10	2			21	10	9	2		
Tact	20	3	13	4			21	5	14	2		
Responsibility	20	3	12	5			21	8	11	1		
Initiative	20	4	11	5			21	9	10	2		1
Professional Attitude	20	6	9	9			21	6	12	3		
Creativity and Inventiveness	20	3	10	6	1		21	8	7	6		
Disposition and Sense of Humor	20	8	8	4			20	11	8	1		
Emotional Stability	20	4	12	4			21	10	7	4		
Judgment	20	2	9	9			21	6	11	4		
Ability to Set a Personal Example	19	4	9	6			20	10	8	2		

APPENDIX J

Letters of Testimony About Program Effectiveness

RETARDED CHILDREN CAN BE HELPED

Central Aroostook Association For Retarded Children, Inc.

SPONSORS OF
The Opportunity Training Center
PO BOX 293, PRESQUE ISLE, MAINE 04769

June 13, 1974

James D. Strauch, Ed.D.
Associate Professor of Educational Psychology
University of Connecticut
Storrs, Ct. 06268

Dear Mr. Strauch:

Mr. Kenneth Perry forwarded your letter of request to me because of my being the immediate past chairman of the Maine State Advisory Committee for Exceptional Children, and also because of my direct contact with the T.M.R. programs. The project is fulfilling a real need for developing professionals in the area of T.M.R. programing. Incoming teachers are better schooled to deal with challenges of and meet the needs of the trainable retardate. This in turn will have a very significant impact on the level of service that such programs deliver.

The associate degree T.M.R. graduate is helping to form a good basis for today's T.M.R. programing.

Sincerely,

Thomas C. Pooler (ec)

Thomas C. Pooler
Exec. Dir., C.A.A.R.C.

TCP/ec

MID-STATE UNITED CEREBRAL PALSY, INC.
125 STATE STREET · AUGUSTA, MAINE 04330 · 207-622-9351

C P

EXECUTIVE DIRECTOR
MARGARET BREWSTER BRUNO

June 14, 1974

James D. Strauch, Ph.D.
University of Connecticut
Storrs, Connecticut 06268

Dear Dr. Strauch:

I am pleased to highlight some of the accomplishments of the Associate Degree Program at the University of Maine at Farmington.

Our agency has gained much benefit from the program in four major areas. This year we received two student teachers enrolled in the program, two of our staff members participated in Miss Grondin's course on Behavior Modification. We have received teaching materials on loan from Miss Grondin on several occasions, and we have received direct service for our students.

I was impressed with the quality of the two student teachers who trained at our agency. They had a good knowledge of materials to use with varied age and ability groups and good positive approach to discipline. They were open to suggestions and had a sincere interest in the students at our school.

The two staff members who participated in Miss Grondin's course both reported that they learned a great deal about behavior modification techniques and principles and also about exceptional children in general. They have recommended the course to other staff members and are quite enthusiastic about it.

On several occasions I have contacted Miss Grondin about a specific learning problem a youngster was having. She offered suggestions and brought over materials to help the child. Our center purchased a Language Motivator machine based on the results we got with out students who used the one Miss Grondin loaned us.

Miss Grondin has also helped us by finding a competent associate degree student who will be visiting two of our children over the summer for tutoring and for field trip learning and recreative projects.

Serving Androscoggin, Franklin, Kennebec, Knox, Lincoln, Oxford, Sagadahoc and Somerset Counties with Clinic and School at Augusta

I am very thankful for the speed and good humor Miss Grondin responds with to our requests.

I hope that this has been helpful to you in your project evaluation.

Sincerely,

Marsha Dishler

Marsha Dishler
Educational Coordinator

MD/jw

STATE OF MAINE
Department of
Educational and Cultural Services
AUGUSTA, MAINE 04330

June 11, 1974

Dr. James D. Strauch,
Associate Professor of Educational
Psychology
The University of Connecticut
Storrs, CONNECTICUT 06268

Dear Dr. Strauch:

I am delighted that I have been asked to comment on the "Program for the Preparation of Teachers of the Trainable Mentally Handicapped," at the University of Maine at Farmington.

In its early stages, a joint arrangement had been made between the University and the Maine State Department of Educational and Cultural Services, sharing the expertise of Mr. Kierstead, our Consultant for the Trainable Mentally Handicapped and Ms. Grondin then field resource teacher in the Program for the Preparation of Teachers of the TMH. This arrangement has given a dimension to the delivery of direct assistance, course work, and certification to teachers of the Trainable Mentally Handicapped (TMH) and of services to trainable children in the State of Maine that could not have been delivered by any one organization alone.

Three years ago there was no program for preparing teachers of the trainable mentally handicapped and no certification standards. Today those teachers who were "grandfathered" in under certification are enrolled in the Associate of Science Degree Program for Teachers of the TMH and are meeting certification standard requirements as they progress through the program.

New teachers with two years of concentrated courses and practicum work are filling a void for well trained personnel to meet the needs of the moderately and severely handicapped.

This joint effort to delivering needed workshops, current curriculum, methods and materials and evaluation procedures for teachers of the trainable mentally handicapped, has effectively improved programming in many schools and programs for the TMH in Maine.

We recently passed mandatory legislation -- LD 965 for Maine's Exceptional Children. The joint endeavor appears even more important in light of the needed services to be delivered. We look forward to working closely with the University of Maine at Farmington and the Program for the Preparation of Teachers of the TMH. We look forward to working with Ms. Grondin and her contributions to the Maine State Advisory Committee on Special Education but more so we look forward to the excellent work she, Mr. Kierstead, and the Program for the Preparation of Teachers of the Trainable Mentally Handicapped are doing for teachers, students, and parents of Maine's mentally handicapped.

Sincerely,

Robert J. Gerardi

ROBERT J. GERARDI,
Associate Commissioner
Bureau of Instruction

RJG:ljm

WILLIAM F. KEARNS, Jr.
Commissioner

ALBERT ANDERSON, Jr. Ph.D.
Director, Bureau of Mental Retardation

STATE OF MAINE
DEPARTMENT OF MENTAL HEALTH AND CORRECTIONS
Augusta, Maine 04330
Tel. (207) 289-3161

July 17, 1974

James D. Strauch, Ed.D.
Associate Professor
School of Education
The University of Connecticut
Storrs, Connecticut 06268

Dear Dr. Strauch:

Three years ago as Mental Retardation Consultant for the State Department of Education I initiated the certification process for teachers of trainable mentally retarded children. At the time TMR certification required a high school degree and one three hour course in mental retardation. Presently certification of teachers of the TMR requires the newly developed two year Associate degree at the University of Maine at Farmington.

In conjunction with the new TMR certification, Dr. Joseph Trippi was developing at the University, the two years Associate degree program in mental retardation.

From that time on I feel the program has been operating exceedingly well, even though it has had three program directors.

Paulette Grondin as present project director has done an excellent job. She understands the University System, with its strengths and weaknesses, and also understands the educational process. She has made a tremendous stride in developing course work geared to the needs of the teachers in the field. Paulette also is an extremely competent instructor and is well respected by professionals in the field.

I feel that the program has had a great impact upon teachers of the trainable mentally retarded in the State. It has enabled teachers to receive the training that they have so badly needed, and has prepared them to more adequately accept their responsibilities.

I heartily endorse the project.

Sincerely,

C G Harvey

Charles G. Harvey
Developmental Disabilities
Planning Director

CGH/rf

APPENDIX K

Letter of Intent to Continue Program

UNIVERSITY OF MAINE *at Farmington*

Office of the President

86 Main Street
Farmington, Maine 04938
207-778-3501

June 24, 1974

Ms. Paulette L. Grondin, Director
Program for the Preparation of Teachers
of the Trainable Mentally Retarded
Merrill Hall
UMF Campus

Dear Ms. Grondin:

I am most happy to inform you that the University has budgeted funds to institutionalize the Program for the Preparation of Teachers of the Trainable Mentally Retarded, beginning with the 1974/75 academic year. The program has been carefully evaluated during its developmental phase by the proper administrative and academic officials at this campus. They have been pleased with the progress made by the program, particularly that progress which came under your leadership.

It is gratifying to see experimental programs become fully operative at the college after the problems have been identified and overcome. We are pleased that the Federal officials recognized the initial value of the program through their funding. The University of Maine at Farmington is now ready to continue the work which has been so productive to this point. We have every conviction that the value of the program to this college and to the people of Maine will continue.

Cordially,

Einar A. Olsen

Einar A. Olsen
President

EAO/d